

U. S. Department of Education
Office of Vocational and Adult Education

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name: Virginia

Eligible Agency Submitting Plan on Behalf of State:
Virginia Board of Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: _____

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Type of State Plan Submission (check *all* that apply):

☒ 6-Year

☐ 1-Year Transition

☒ Unified - Secondary and Postsecondary

☐ Unified - Postsecondary Only

☐ Title I only (*All Title II funds have been consolidated under Title I*)

☒ Title I and Title II

CHECKLIST OF STATE PLAN SUBMISSION REQUIREMENTS

State Plan Items	Six-Year Plan
PART A: STATE PLAN NARRATIVE	
Planning, Coordination, and Collaboration Prior to State Plan Submission	All items required
Program Administration	All items required
Provision of Services for Special Populations	All items required
Accountability and Evaluation	All items required
Tech Prep Programs	All items required if State is using all or a portion of its Title II grant funds for its tech prep programs
Financial Requirements	All items required
EDGAR Certifications	All items required
Other Assurances	All items required
PART B: BUDGET FORMS	
Title I – Basic Grant	All items required
Title II – Tech Prep Programs	All items required if using all or a portion of its Title II grant funds for its tech prep programs
PART C: ACCOUNTABILITY FORMS	
Definitions	All items required
Final Agreed Upon Performance Levels (FAUPL) Form – Secondary Level	All items required
Final Agreed Upon Performance Levels (FAUPL) Form – Postsecondary/Adult Levels	All items required

PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

- 1. You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]**

Public Hearings (4) have been set for January 29, February 5, February 12, and February 21, 2008. Listed below are the dates, times, locations, state staff, and Virginia State Board of Education members participating in the public hearings.

See Appendix A for complete listings.

- 2. You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]**

The summary of the public hearings will be inserted after the hearings have been held on December 12, 2007, January 7 and 10, 2008 and prior to the final review by the Virginia State Board of Education.

- 3. You must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]**

The Virginia State Plan has been developed in consultation with all stakeholders. Attachments to the plan (Appendix D) will provide the state planning committee, agendas for all meetings, and the minutes from those meetings. The committee consisted of two college/university representatives; three community college representatives, including the Director for Postsecondary Perkins-Tech Prep; two special populations representatives, including one from the Department of Corrections; three career and technical education administrators; four career and technical education secondary classroom teacher representatives; four core academic classroom teachers representatives; one charter school representative; one parent; one student representing the Virginia State Board of Education

Student Advisory Council; two guidance and academic counselors, including one serving as a career coach and one representing the Virginia School Counselors Association; three representatives from small business/industry, large business/industry and labor, and a representative from the State Workforce Investment Board.

All committee representatives were nominated or recommended from their professional associations or required representative organizations.

The proposed state plan will be submitted to the Governor's office for review prior to submission of the plan to the United States Department of Education.

4. You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]

As noted above, all state plan committee members were nominated or appointed from their respective organizations to serve. Those members received a notebook prior to the first meeting that contained information on career and technical education organization, services, programs, and major initiatives; career and technical education student organizations; state and federal budgets; state advisory council members; the Virginia Career Education Foundation; career clusters/pathways; industry certification and credentialing; special projects; major resource guides, data collection; Department of Corrections; Virginia Community College System; 2007-2008 Transitional Plan; 2007 Virginia legislation; and professional association information. Committee members were also provided with the *Perkins Act of 2006: the Official Guide*, published by the Association for Career and Technical Association. Committee members were asked to become familiar with the contents of the notebook prior to the first meeting in June, 2007. The agendas and minutes will show that committee members were given an overview of notebook documents and an overview of career and technical education in Virginia prior to dividing into sub-groups for assessment, clusters/career pathways/programs of study, collaboration, and special projects. The groups were facilitated by CTE Resource Center writer-editors. Comments were encouraged from committee members when minutes were disseminated. As a result of the Virginia PTA education committee member serving on the state plan committee, the Virginia PTA passed a resolution in support of career and technical education at their state conference in October, 2007; had Virginia Department of Education staff present at the PTA state conference; included information on career clusters and career pathways in all conference participants' packets; and asked the VDOE to provide a display on career and technical education at the state conference.

Virginia Department of Education (VDOE) staff, including the CTE administrator, program specialists, the data specialist, and the grants manager, as well as the Assistant Superintendents for Instruction and for Technology and Career Education, served as ad hoc resource persons.

The proposed Virginia state plan will be submitted to the State Council of Higher Education for Virginia, the Virginia Community College System, and the Secretary of Education's office prior to the final review by the Virginia State Board of Education and prior to the public hearings. The proposed Virginia state plan will be placed on the Career and Technical Education Web site for all public viewing and comment.

- 5. You must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]**

Any objections and responses to those objections will be included as part of the Appendices. Amounts designated for each entity will be shown in the budget and activities will be explained in the state plan narratives.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

- 1. You must prepare and submit to the Secretary a State plan for a 6-year period; or**

You may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]

Transitional Plan was submitted for 2007 – 2008.

- 2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance.**

INTRODUCTION

The Perkins IV legislation addresses establishing a statewide system of career pathways that bring together secondary, postsecondary, workforce boards and business/industry. These partnerships will connect education, workforce development and economic development. By connecting to the economy, programs will focus on high skill, high wage, and high demand occupations and relate to the economy. Utilizing this system will allow Virginia to ensure modern, durable and rigorous programs, have continued program improvement, and be globally competitive.

Perkins IV minimizes the focus on sub-baccalaureate careers and emphasizes preparation for postsecondary education and employment. This can be done by aligning rigorous academic content standards and student achievement standards (NCLB).

Programs of study for career pathways should have a consistent foundation of knowledge and skills across the state with additional regional requirements added to programs, if needed. These programs of study should enhance secondary and postsecondary collaboration and link (or lead to) articulation agreements. Strategies that reinforce the Perkins' Programs of Study and technical assessment are in Virginia's Economic Development Strategic Plan that calls for collaborative efforts to ensure that Virginia is producing results and value in the workforce system that meets business needs and is also responsive to long-range talent and skills forecasts as well as emerging needs.

An initial "Train-the-Trainers" activity was conducted on December 18, 2007 for state Virginia Department of Education staff, designated Virginia Community College System staff, and the Virginia Career and Technical Education Curriculum Resource Center Staff for development and implementation of the Career Pathways: Program of Study statewide initiative. This activity will be conducted by consultants provided through the *States' Career Clusters Initiative*. This initiative was established under the National Career Technical Education Foundation (NCTEF). After this activity, the VDOE and VCCS will work collaboratively to develop a statewide career pathways plan and a common definition for career pathways for all state and local partnering agencies.

Additional training will be held at both the secondary and postsecondary levels.

SECONDARY

Many of the initiatives and activities designed to enhance student achievement in academics and career and technical education that were approved for Virginia under Perkins III will continue to be supported with Perkins IV funding. In addition, other initiatives that improve the academic and career and technical education components through integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965) and CTE subjects will be implemented and evaluated.

Activities designed to meet or exceed state-adjusted levels of performance that include the programs to be carried out, the criteria that will be used to approve local applications, how students will be prepared for postsecondary opportunities and careers, and how funds will be used for development of new courses/programs are described in this section.

VDOE positions supervising the eight career and technical program areas, two cluster coordinators, and director of the Office of Career and Technical Education Services (OCTES) will work together with the Virginia Community College System (VCCS) to develop and implement the Perkins required programs of study. The Perkins requirements for programs of study include the following:

- incorporate secondary education and postsecondary education elements;
- include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

These programs of study will be utilized to strengthen career assessment activities at the middle school level, provide opportunities for students to prepare for industry certifications/credentials and a high school diploma, provide students and parents information on careers, and encourage students to seek a higher level of academic achievement.

Virginia will continue to reinforce high academic achievement for secondary students and provide postsecondary connections through the High Schools That Work program, State Scholars Initiative (Commonwealth Scholars Initiative), Tech Prep programs, dual enrollment courses, and validated course credits through which high school students may earn college credits in escrow through satisfactory performance on a certification or licensure examination or end of program or course assessment commonly administered at both secondary and postsecondary levels.

The requirements for Virginia's Standard and Advanced Studies Diplomas require rigorous content for graduation. In addition the regular standard credits, students must also earn a minimum of six verified credits by passing end-of-course tests or other assessments approved by the Board of Education. The information for both the Standard and Advanced Studies Diplomas are detailed on pages 9 through 11.

Standard Diploma Requirements. To graduate with a Standard Diploma, students must earn at least 22 standard units of credit by passing required courses and electives, and earn at least six verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education. The table below displays the minimum course and credit requirements for a Standard Diploma.

Standard Diploma Course Requirements (8 VAC 20-131-50.B)			
Discipline Area	Standard Credits Effective with ninth graders in 1998-99	Verified Credits - Effective for Ninth Graders in . . .	
		2000-01 through 2002- 03	2003-04 and beyond
English	4	2	2
Mathematics [Note 1]	3		1
Laboratory Science [Notes 2 & 6]	3		1
History and Social Sciences [Notes 3 & 6]	3		1
Health and Physical Education	2		
Fine Arts or Career & Technical Education	1		
Electives [Note 4]	6		
Student Selected Test [Note 5]		4	1
Total	22	6	6

NOTE 1: Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of algebra and geometry. The Board may approve additional courses to satisfy this requirement.

NOTE 2: Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics. The Board may approve additional courses to satisfy this requirement.

NOTE 3: Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The Board may approve additional courses to satisfy this requirement.

NOTE 4: Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

NOTE 5: A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.

NOTE 6: Students who complete a career and technical [education] program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (1) the student selected verified credit and (2) either a science or history or social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

Advanced Studies Diploma. To earn an Advanced Studies Diploma, students must earn at least 24 standard units of credit and at least nine verified units of credit. The table below displays the course and credit requirements for an Advanced Studies Diploma.

Advanced Studies Diploma Course Requirements (8 VAC 20-131-50.C)		
Discipline Area	Standard Credits Effective with ninth graders in 1998-99 and later	Verified Credits Effective with ninth graders in 2000-01 and later
English	4	2
Mathematics [Note 1]	4	2
Laboratory Science [Note 2]	4	2
History and Social Sciences [Note 3]	4	2
Foreign Languages [Note 4]	3	
Health and Physical Education	2	
Fine Arts or Career & Technical Education	1	
Electives	2	
Student Selected Test [Note 5]		1
Total	24	9

NOTE 1: Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board may approve additional courses to satisfy this requirement.

NOTE 2: Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board may approve additional courses to satisfy this requirement.

NOTE 3: Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The Board may approve additional courses to satisfy this requirement.

NOTE 4: Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

NOTE 5: A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.

Fine Arts or Career and Technical Education - The Advanced Studies Diploma contains a requirement for one standard unit of credit in a fine arts or career and technical education course. The Standards of Accreditation do not require that courses used to satisfy the requirement of a fine arts or career and technical education course be approved by the board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy the requirement of a unit of credit in fine arts or career and technical education for the Advanced Studies Diploma.

Foreign Language - The Advanced Studies Diploma contains a requirement for either three years of one foreign language or two years of two languages. In March 1998, the Board of Education approved the provision of three years of instruction in American Sign Language (ASL) for foreign language credit toward an Advanced Studies Diploma; other foreign languages will satisfy this requirement as well. See Superintendent's Memorandum, Interpretive, No. 1, June 12, 1998.

POSTSECONDARY

The Virginia Community College System (VCCS) vision of Perkins IV for a program of study is a statewide system of career pathway development that brings together not only state and local leaders in Perkins and Tech Prep, but also Apprenticeship programs, Adult Education and high school dropout recovery programs, Department of Labor and National Science Foundation grant projects, and state funded initiatives such as the Virginia

Community Colleges Institutes of Excellence that are targeted to the development and dissemination of new programs in emerging technologies.

In order to build a career pathways system that brings together a variety of workforce targeted programs, VCCS personnel now dedicated to individual programs related to career pathways – such as Perkins/Tech Prep, Career Coaches, National Science Foundation grants, Apprenticeship Related Instruction, Middle College, Career Readiness Certificate, and Institute of Excellence credit and non-credit workforce programs will come together in a new VCCS cross-functional team. This team will report to the Vice Chancellor of Workforce Development, VCCS, and will collaboratively lead and manage VCCS career pathway initiatives.

As noted in the Introduction, one of the deliverables for the statewide career pathways plan is to establish a common definition for career pathways for all state and local partnering agencies. Within the VCCS, a transitional definition of career pathways will be used until state agencies officially approve a final statewide version.

One of the most enduring innovations under Perkins III that VCCS postsecondary Perkins and Tech Prep funding helped to disseminate was development of a model for career coaching and partial support for more than 85 career coaches, community college employees, who are currently based in more than 130 high schools throughout the Commonwealth. The more than 19% statewide increase in enrollment in postsecondary Tech Prep programs of study by high school graduates from high schools with a career coach as compared to graduates from high schools without a career coach suggests the direct relevance of career coaches to attainment by the state of new Perkins and Tech Prep performance measures. The VCCS thus plans to work with VDOE to identify additional funding sources to support new career coach positions as well as to continue fiscal support of those career coach positions currently funded through Postsecondary Perkins and Tech Prep.

- (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—**
- i. Incorporate secondary education and postsecondary education elements;**
 - ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**
 - iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**

iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Secondary career and technical education in Virginia has eight program areas, each of which is designed to prepare students for particular fields of study that require rigorous mastery of both academic and technical skills.

During the 2007–2008 transition year of the *Carl D. Perkins Career and Technical Education Act of 2006*, Virginia will provide state-approved sample programs of study in Information Technology and Manufacturing for possible adoption by local educational agencies and postsecondary institutions as an option to students when planning for and completing future coursework. These programs of study incorporate both the secondary and postsecondary elements of a program of study as required by Perkins and are built on written program articulation agreements that provide a consistent procedure whereby high school graduates of public schools in the Commonwealth of Virginia who are enrolled in these programs may transition into an appropriate community college associate of applied science or associate of science degree program in Information Technology or Manufacturing without duplication of instruction.

Appropriate academic and career and technical courses are identified to provide consistent and rigorous content as identified by required statewide Standards of Learning (SOL) for academic courses and required essential competencies for career and technical courses. These required SOL and essential competencies align with the required preparation for postsecondary education, as determined by participating postsecondary faculty/reviewers, and help to prepare students for both postsecondary education and the workplace. Future curriculum revisions will seek additional input from postsecondary faculty.

Secondary students may also earn Virginia Community College System college credits through dual enrollment. To increase portability of college credits earned through early college programs to all 23 community colleges, beginning in 2007-2008, dual-enrollment will become the primary vehicle in Virginia of awarding early college credits in career and technical education program areas.

Sample programs of study lead to industry certifications at the secondary level such as the Internet Computing and Core Certification (IC³) that is contained within the sample program of study in Information Technology. The three levels of testing for this certification are: Computing Fundamentals, Key Applications, and Living Online (IC³) that prepare the student for further industry certification and an associate degree at the postsecondary level.

Local educational agencies may also develop local agreements and programs of study with community or four-year colleges that include the required components as set forth in the *Carl D. Perkins Career and Technical Education Act of 2006* and that have been

approved by the Virginia Department of Education, Office of Career and Technical Education Services, and the Virginia Community College System.

In 2007–2008, the VCCS will work with the VDOE, colleges, universities, and school divisions to identify career and technical education program areas that are appropriate to the development of statewide programs of study and articulation agreements. These programs of study will include: alignment of curriculum, non-duplicative course sequences from high school through community college and, as appropriate, alignment with university level programs. These programs of study will reference local opportunities for students to participate in dual-enrollment courses to gain college credits for course work completed during students' high school studies.

To achieve the goal of developing statewide career pathways, the VDOE and VCCS will work with state-level stakeholders in education and economic and workforce development to identify and prioritize from the list of United States Education Department (USED) career clusters and pathways, those pathways that are most critical to Virginia's economic future. In the context of development of the statewide career pathways plan, VDOE and VCCS will work with the stakeholders to address those prioritized pathways which might be strengthened in terms of outcomes through adoption of a uniform curriculum throughout the state at the appropriate secondary and postsecondary levels. From the list of prioritized pathways, the VCCS will work with colleges to develop a common postsecondary curriculum and with VDOE to conduct an alignment analysis of secondary and postsecondary curriculum.

More commonly, community college or school division partners may identify a need for a common set of foundation courses that could simultaneously serve as 11th and 12th grade high school career and technical education courses and also as dual enrollment courses, courses for apprenticeship-related instruction, and more. In these cases and through collaborative efforts and funding, VCCS and VDOE will work with school divisions and colleges to align curricula and establish skills standards-based foundation courses.

(b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above.

The sample of a statewide program of study has been developed through collaborative efforts between the Virginia Department of Education and the Virginia Community College System and disseminated to local educational agencies and postsecondary institutions.

Secondary and postsecondary faculty and business and industry representatives were utilized to develop the program of study with the required components. Based on utilization of these templates in the 2007 - 2008 school year and review by the VDOE and VCCS leadership, a final version of the statewide template for programs of study will be available in 2008 – 2009.

The Department of Education will also approve locally developed programs of study for local education agencies that: 1) are submitted through the required Local Plan and Budget process; 2) have been approved through the appropriate postsecondary institution that the program of study is articulated with; and 3) meet the required components of the Perkins law. The VCCS will continue to approve postsecondary programs and Tech Prep programs of study.

(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.

Virginia has a history of successful implementation of articulation projects, beginning in the late 1970s. *Articulation* is defined as a process of instructional coordination by which students can proceed from one program level to the next in an orderly manner. Its purpose is to assure that students receive all necessary instruction without duplicating what they have already learned. The focus of articulation is on agreements established between secondary and postsecondary schools, and that include active business and industry involvement.

The 2004 Virginia General Assembly directed the Board of Education, the State Board for Community Colleges, and the State Council of Higher Education to develop a statewide template for articulation agreements for career and technical education (CTE).

A task force of staff members and stakeholders from the Virginia Department of Education (VDOE), Virginia Community College System (VCCS), and State Council of Higher Education for Virginia (SCHEV) and the State Committee on Transfer, comprised of representatives of VDOE, VCCS, and four-year institutions, are developing statewide articulation models for each of the seven areas of career and technical education (Agricultural Education, Business and Information Technology, Family and Consumer Sciences, Health and Medical Sciences, Marketing, Technology Education, and Trade and Industrial) identified by the Virginia Department of Education. The identified components of a CTE articulation agreement are a first step in building a common foundation for all CTE programs and in stimulating increasingly productive partnerships between career and technical programs of differing levels and different locales.

Work teams identified both components of an effective articulation agreement common to all seven CTE program areas and those features of an effective articulation agreement that the group deemed to be specific to their assigned program areas. The teams developed a general articulation model as well as a sample articulation agreement for each program area that incorporated the following components:

- General Conditions
- Maintenance of the Agreement
- Specific Conditions
- Assessment and Data Collection
- Implementation.

The Virginia Community College presented on behalf of the three agencies (VDOE, VCCS, and SCHEV) to the Advisory Council on Career and Technical Education and the report was approved by the board of each agency, along with an executive summary, to the Governor and the General Assembly to the 2005 Regular Session of the General Assembly. (House Document No. 33, Publication Year 2005, “Report on the Development of a Template for a Statewide Articulation Agreement for Career and Technical Education”, State Council of Higher Education for Virginia, Board of Education, and State Board for Community Colleges, Enabling Authority HJR 125 [2004])

VCCS and VDOE will move towards development and implementation of statewide career pathways or articulated programs of study that genuinely align with not only community college but university entry level requirements and curriculum. For programs of study that can and should be extended through a baccalaureate degree, universities will be engaged in development of state level career pathways. One statewide articulation agreement between the VDOE and VCCS has been developed and at the time of development, the VCCS and SCHEV had also agreed on identified articulated courses. This process will continue to allow teams of VDOE, VCCS, and SCHEV representatives to develop and implement additional agreements between secondary and postsecondary education institutions. The identified components of the statewide articulation agreement template also apply to the development of articulation agreements at the local level. These may be approved at the state level by the Virginia Department of Education and the Virginia Community College System.

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients.

As programs of study are developed through this process and approved by the Virginia Department of Education and Virginia Community College System, they will be disseminated electronically and through professional development activities for career and technical administrators, deans, provosts, Tech Prep directors, supervisors, guidance counselors, and career coaches.

Specifically, the information for Career and Technical Education Programs of Study will be disseminated through the following methods as they are developed and approved at the state level:

- Career and technical education administrative meetings at both the secondary and postsecondary levels;
- The Virginia Department of Education, Office of Career and Technical Education Web site in the *Administrative Planning Guide*;
- Virginia Community College Web sites; and
- Virginia Career and Technical Education Career Resource Center Web site in the VERSO approved curriculum frameworks.

Local school divisions will then utilize guidance counselors, career counselors, and career coaches to provide information and advisement on career pathways to Virginia's high school students. Career coaches are community college employees who are based in local high schools to assist students in preparing for higher education and careers and to increase student access to college programs and services, postsecondary faculty, and business and industry. Currently, career coaches are based in more than 80 of the 399 high schools, alternative centers, charter schools, Governor's schools and combined schools in Virginia. The VCCS and VDOE continue to develop and expand the Career Coaches initiative statewide.

(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs.

Virginia's General Assembly continues to increase the amount of state funding for career and technical education equipment for school divisions. The increased funding allows local school divisions to update current CTE programs and to implement new programs that are responsive to the needs of business and industry. These programs address the requirements of new and emerging technologies. The new technology also allows students to have improved preparation for industry certification testing.

Professional development activities will continue to be implemented to assist career and technical education personnel in the use of technology to improve and expand career and technical education. Training may include, but is not limited to, the use of state-of-the-art technology (e.g., virtual learning); software and operation of equipment needed for course management, instructional presentation, and data management; utilization of Internet search strategies for teachers and students; introduction to HTML, Virtual Basic, and JAVA programming; and other emerging technologies. Other professional development activities will focus on teacher updates that address the inclusion of technology and its effect on specific career and technical programming and how to establish and maintain partnerships with high technology and telecommunications businesses and industries.

The VDOE will continue to support the Geospatial Instructional Application Initiative begun in 2006 that provided an opportunity for each middle and high school to receive geographic information systems (GIS) software to enhance instruction in agricultural education, geography, science, and technology education by engaging students in the content through geospatial applications. First priority in this endeavor was given to agricultural, geography, science, and technology education teachers. The Geospatial Instructional Applications Institutes provided high quality professional development experience using ArcView 9 GIS software and global positioning system (GPS) units. These technologies allow teachers to explore and analyze the natural and human-made world, from local to global, with their students.

Statewide technology training for academic and career and technical education faculty is provided on an annual basis through the VCCS New Horizons Conference which is

partially supported by Perkins funds. Standard technology training for VCCS and college personnel includes computer applications and Blackboard for E-learning and communication. Current or planned VCCS initiatives designed to integrate technology into the practice of all educators and counselors within the VCCS system include faculty/counselor training in using podcasts, vodcasts, video, and computer gaming software to enhance student engagement and instructional effectiveness. Additionally, through both Perkins and National Science Foundation (NSF) initiatives, the VCCS is working with the Virginia Space Grant Consortium, Virginia Tech, VDOE, and other stakeholders to integrate GIS/GPS technologies across the curriculum. In conjunction with this goal, state and regional faculty/teacher training in GIS/GPS technologies will be offered.

(f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

- i. Promote continuous improvement in academic achievement;**
- ii. Promote continuous improvement of technical skill attainment; and**
- iii. Identify and address current or emerging occupational opportunities.**

SECONDARY

Local Application

Each eligible recipient must submit a local application for approval to the VDOE or its designee before receiving funds from the *Carl D. Perkins Career and Technical Education Act of 2006*. See Appendix C.

Local Application Content

Any recipient of funds under this transition plan must submit an application covering the same period as the transition plan (one year transition plan 2007–2008) that identifies the specific requirements set forth for eligible recipients in Title I, Part C, Sections 134 and 135.

The local application for eligible recipients must be submitted in the format provided.

Local Application Approval

Each application will be reviewed by staff of the Office of Career and Technical Education Services to determine whether the local plan:

- Promotes continuous improvement in academic achievement;
- Promotes continuous improvement of technical skill attainment;
- Identifies and addresses current or emerging occupation opportunities;

- Is based on appropriate data in view of anticipated funds;
- Shows evidence of involvement of groups required to participate in the development of the plan; and
- Addresses at least 12 specific requirements identified in Section 134(b) of the *Carl D. Perkins Career and Technical Education Act of 2006*, and each eligible recipient or institution agrees to comply with statements of assurance and conditions required for funding.

When the review of its plan is complete, the local education agency or institution will be notified of its disposition by the Director of the Office of Career and Technical Education Services, Division of Instruction.

POSTSECONDARY

Local Application

Each postsecondary eligible recipient must submit a local application for funding to the VCCS before receiving funds from the *Carl D. Perkins Career and Technical Education Act of 2006*. See Appendix C.

Local Application Content

Any recipient of funds under this state plan must submit, in collaboration with other career pathway programs under the leadership of community colleges, a plan for development and improvement of career pathways. Additionally Perkins and Tech Prep grantees must complete and have approved by VCCS an annual application for funds that identifies the specific requirements set forth for eligible recipients in Title I, Part C, Sections 134 and 135.

The local application for eligible recipients must be submitted in the format provided. Each application will be reviewed by the VCCS to determine whether the local plan:

- Meets the criteria for postsecondary career pathways established by the VCCS and VDOE;
- Identifies and addresses high-skilled, high-wage, high-demand occupations;
- Shows evidence of continuous program assessment and improvement;
- Is based on appropriate use of anticipated funds;
- Shows evidence of involvement of the college-led, college service region Career Pathways Leadership Team; and
- Addresses at least 12 specific requirements identified in Section 134 (b) of the *Carl D. Perkins Career and Technical Education Act of 2006*, and each eligible recipient or institution agrees to comply with statements of assurance and conditions required for funding.

When the review of its plan is complete, the local educational agency or institution will be notified of its disposition by the Director of Perkins/Tech Prep, VCCS.

- (g) **How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma.**

SECONDARY

Higher student achievement is the goal of the Virginia Board of Education's efforts to improve public education. The *Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131)* places emphasis on raising achievement standards for students, increasing the requirements for graduation from high school, increasing instructional time, linking statewide accountability tests to Virginia's Standards of Learning, and establishing a school report card for parents and the school community. Schools in Virginia earn accreditation based on student achievement. The Virginia Board of Education has begun an extensive discussion to explore the role that graduation should play in determining the accreditation status of Virginia's high schools.

Each student in middle and secondary schools shall take all applicable end-of-course SOL tests following course instruction. Students who achieve a passing score on an end-of-course SOL test shall be awarded a verified unit of credit in that course. Of the 22 units of standard credit (see definition below) required for a Standard Diploma in Virginia, 6 of these credits are required to be verified credits (see definition below). The Advanced Studies Diploma requires 9 of the 14 credits to be verified.

For Standard Diplomas, students who complete a career and technical [education] program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (1) the student selected verified credit (see definition below) and (2) either a science or history or social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement. For the Advanced Studies Diploma, a student may utilize additional tests for earning one verified credit in computer science, technology, career or technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.

- **Standard credit** is based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course.
- **Verified credit** is based on a standard credit plus a passing score on the end-of-course SOL test (or other test as described in the Standards of Accreditation 8 VAC 20-131-110). A standard credit may not be verified more than once.

- **Student-selected Verified Credit** is a credit for a course that includes a test (other than SOL) approved by the Virginia Board of Education.

The instructional program in a Virginia middle school must provide a minimum of one course in career and technical exploration. Secondary schools must provide career and technical education choices that prepare the student as a career and technical education completer in one of three or more occupational areas and that prepare the student for postsecondary programs. Definitions for CTE completer, concentration, and specialization are listed below.

- **Career and Technical Education Completer** is a student who has met the requirements for a career and technical education concentration or a career and technical education specialization (see definitions below) and all requirements for high school graduation or an approved alternative education program.
- **Career and Technical Concentration** is a coherent sequence of courses completed by a student in a specific career area as identified in the *Career and Technical Administrative Planning Guide*.
- **Career and Technical Specialization** is a choice by a student to specialize in an occupational field by taking additional courses in a specific career area as identified in the *Career and Technical Administrative Planning Guide*.

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

The need for strong academic competencies in high-skills jobs, as well as in postsecondary education, is addressed in appropriate academic and career and technical courses that provide consistent and rigorous content as identified by required statewide Standards of Learning (SOL) for academic courses and required essential competencies for career and technical courses. These SOL and essential competencies help prepare students for both postsecondary education and the workplace.

Student preparation and awareness of opportunities in postsecondary career and technical education and student preparation for postsecondary education will be supported through training of high school guidance counselors and the statewide Career Coaches initiative as guidance counselors and career coaches provide services such as early college placement testing and related advising, dual-enrollment intake, assistance in obtaining college financial aid and scholarships, and assistance in gaining college admissions along with the career planning and career pathways advising for which the program is best known.

- (i) **How funds will be used to improve or develop new career and technical education courses—**
- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;**
 - ii. At the postsecondary level that are relevant and challenging; and**
 - iii. That lead to employment in high-skill, high-wage, or high-demand occupations.**

SECONDARY

The need for strong academic competencies in careers, as well as in postsecondary education, is addressed in Virginia through the statewide academic Standards of Learning (SOL) and through performance-based competencies in career and technical education. These SOL are academic, jargon-free, rigorous, and measurable. These mandatory standards exist for all content areas in Virginia: English, mathematics, science, history and social science, the fine arts, foreign language, health and physical education, and driver education.

For additional information on the statewide initiative of academic SOL, a requirement for all students, refer to <http://www.doe.virginia.gov/VDOE/Instruction/sol.html>.

Competency-based education (CBE) has been an active force in Virginia's career and technical education program since the mid 1970s. Curriculum development, as implemented by the Virginia Career and Technical Education Resource Center (VCTERC) in cooperation with career and technical education program area specialists at the Department of Education (DOE), reflects the statewide emphasis on CBE. The curriculum development process is based on industry standards, both those that are nationally recognized and those that are identified through research that is based on business and industry input. Among the procedures involved in the curriculum development process are the following:

- formation of a state technical committee for every new or updated curriculum project;
- application of the modified Develop A Curriculum (DACUM) occupational analysis;
- validation of technical competencies by the state technical committees and by business/industry advisory groups; and
- correlation of Virginia's SOL to technical competencies.

Ongoing research based on new and emerging high-skills, high-demand, high-wage occupations and changing technology is utilized in the development and updating of curriculum.

To ensure that programs and courses offered in localities are consistent with employment demand and opportunities in the particular community, the local program/course approval is based on labor market data secured from such resources as Career Connect at <http://www.careerconnect.state.va.us/>, Career Prospects at http://www3.ccps.virginia.edu/career_prospects/Statistics/Statistics.html, and the Virginia Employment Commission at <http://www.vec.virginia.gov/vecportal/>. The local school divisions are required to submit data on labor market and/or employment needs and student interest. Career and technical education program integrations of curriculum offerings are also encouraged when competencies for high-skills require skill development from two or more concentrations (e.g., advanced electronics and entrepreneurship).

Legislation passed during the 1997-1998 session of the General Assembly of Virginia (House Bill 431) required that the competencies for career and technical education programs be regularly reviewed and revised so that the skills that form the foundation of the curriculum (1) include the academic disciplines of the SOL, (2) are consistent with industry or professional standards, and (3) represent application of knowledge in preparation for eventual employment and lifelong learning. This legislation emphasizes the importance of developing both academic and technical competencies for the current and emerging workforce requirements.

Information on all career and technical education programs/courses is accessible to students, parents, counselors, teachers, and administrators through the online *Career Planning Guide* at <http://www.cteresource.org/cpg> and through the *r u Ready* magazine provided to 11th graders and the *r u Ready* parent brochures distributed to 8th graders' parents and also online at <http://www.doe.virginia.gov/VDOE/Instruction/CTE/ruready.html>.

POSTSECONDARY

The VCCS and local colleges encourage curriculum development through alignment of curriculum to business and industry needs as identified through business and industry advisory councils, Develop a Curriculum (DACUM) processes, and national skill standards. Increasingly, through Department of Labor, National Science Foundation and other grant projects, colleges are collaborating in the development of curriculum in specialized technology areas or adopting and adapting national college curriculum developed through National Science Foundation centers and projects. The VCCS will encourage this development through administrative and fiscal support of communities of practice targeted to development, demonstration, and assessment of specific curricular programs and curricula.

The rigor of the curriculum is also assessed through the ever increasing number of community college CTE programs that articulate with corresponding university programs. Finally, an increasing number of community college courses are aligned with national certifications and licensures, with Perkins funds used to procure certification-based curriculum of faculty certification and testing. To further encourage the alignment of community college curriculum to high demand certifications and licensures, as well as to ensure a method for collecting data on the new Perkins Technical Skills Attainment student performance measure, VDOE and VCCS will allow colleges to use Perkins funds to support faculty and student certification preparation and assessment beginning in 2008 – 2009.

All new career and technical education programs at the postsecondary level must demonstrate relevance to regional and local workforce needs. Applications for new program development to the VCCS must include research and data that demonstrate connections to high-demand, high-growth occupational sectors.

- (j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement.**

SECONDARY

Many of the secondary schools that participate in Tech Prep programs also participate in the High Schools That Work (HSTW) initiative and *Creating Excellence Awards* programs.

Through the HSTW, academic and career and technical teachers have developed collaborative lesson plans. Schools are requested annually to submit exemplary plans that support HSTW key practices and reinforce the Virginia SOL. The lesson plans undergo a review process and are disseminated statewide via the Virginia Career and Technical Education Resource Center (VCTERC) Web site to assist teachers with implementing innovative, rigorous collaborative lessons.

Virginia will also continue the *Creating Excellence Awards* program where individual educators, programs, advisory councils, and business/industry partners are recognized for exemplary instructional projects, methods, and other activities. Both secondary and postsecondary agencies are participants.

Additionally, Virginia is utilizing a National Governors Association Science, Technology, Engineering, and Mathematics (STEM) grant to develop up to six Governor's Career and Technical Academies that will address at least one career pathway in the STEM area and at least one career pathway that meets regional economic/workforce development needs.

POSTSECONDARY

Tech Prep best practices will be disseminated through a statewide career pathways Web site, currently under development; an annual Tech Prep performance report that is provided to state government officials, college presidents, and local Tech Prep and Perkins administrators; semiannual administrative meetings of all local Tech Prep and Career Pathway directors based at colleges; and through an annual VCCS Career Pathway Academy that will present national and state research and best practices. Communication between Tech Prep consortia is supported by VCCS online communities and e-mail distribution lists as well as through regularly scheduled administrative meetings of Tech Prep practitioners, annual Career Pathways Conference and other VCCS professional development events such as the New Horizons Conference. Additionally, the VCCS is currently developing exemplary program standards for Tech Prep and postsecondary Perkins programs that will allow for objective and quantifiable assessment of what might constitute a “best practice” for career pathways.

- (k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.**

SECONDARY

Spring CTE Administrators’ Updates will continue the process of a statewide initiative of connecting high schools and postsecondary institutions through the identification of Career Pathways: Programs of Study. LEAs are required to document plans that run from middle school through postsecondary. These must be signed by the participating agencies.

Funds will also be used for professional development, curriculum development, and development of career and technical student organization scholastic and leadership activities. Program improvement will be supported for new courses that address identified high-skill, high-demand, and high-wage jobs in Virginia.

VDOE is also developing in collaboration with stakeholders at both the secondary and postsecondary level, a professional development institute that will bring teams representing middle school, high school, business and industry, postsecondary, and workforce development together. This professional development planning team is currently reviewing such activities as undergraduate/graduate credits for secondary instructors; leadership training; industry certification academies for faculty; integrated academic/CTE instructional activities and lesson plans; recognition of “best practices” and “programs of excellence”; student showcases; joint student leadership training for officers; transitional programs for special populations and instructional strategies for special populations; focus groups that will work with stakeholders such as parents, guidance counselors, career coaches, business/industry.

POSTSECONDARY

Primary statewide initiatives that connect high schools and community colleges include dual enrollment, Tech Prep, and career coaches. Career coaches are community college employees based in local high schools to assist students with the process of career planning and preparing for postsecondary education, including university, community college, and apprenticeship education.

New initiatives under Perkins IV that are intended to better connect secondary and postsecondary CTE programs that will be expanded will include partnering with universities and community colleges to establish professional development to increase the number and percentage of secondary teachers credentialed to teach dual-enrollment and increasing the number and percentage of VDOE or VCCS professional development opportunities that bring together, for the purpose of professional development, high school and community college faculty.

The VCCS launched collaborative professional development in 2005 – 2006 when college and high school faculty were brought together in teams to collaboratively develop project-based learning curriculum. In one community college service region, mathematics faculty from the community college and area high schools regularly meet to address the high rate of college developmental courses taken by recent high school graduates in the local area and develop strategies to lower that rate. Through local college grants and Perkins leadership funds, additional pilots of teacher-faculty work teams dedicated to solving specific performance issues in CTE programs will be implemented and assessed.

- (I) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]**

SECONDARY and POSTSECONDARY

Data will be collected through secondary and postsecondary systems that include State Report Card data on industry certifications obtained by students, student completer follow-up, employer follow-up, the VCCS student information system, statewide Virginia Education Commission employment records, national databases on college enrollment, and information obtained from the performance standards required by Perkins IV for both secondary and postsecondary. This information is provided to the Virginia State Board of Education through our Annual Performance Report for Secondary and Postsecondary Career and Technical Education programs.

3. **You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—**
- (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;**
 - (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;**
 - (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;**
 - (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;**
 - (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and**
 - (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]**

SECONDARY

The Virginia Department of Education (VDOE) will monitor and evaluate the usage of Perkins and state funds for comprehensive professional development that addresses items listed in 3(a-f) listed above. Comprehensive professional development will be developed for career and technical faculties, administrators, and counselors.

State plan activities for items 3(a-e) presented by all agencies and organizations within the plan to develop a more effective way of offering similar projects and to eliminate duplication of effort. The VDOE will develop a matrix listing activities and strategies that are similar and that address both secondary and postsecondary to develop joint training that will allow for regional activities jointly sponsored by VDOE, VCCS, and (when appropriate) the four-year universities/colleges. Use of regional training will reduce time needed out of the classroom and more efficiently utilize funds.

VDOE will work with the VCCS and the State Council of Higher Education for Virginia (SCHEV) representatives for Title II of the Higher Education Act of 1965, as amended, and with the VDOE Office of Middle and High School representative for Title II of the Elementary and Secondary Education Act of 1965, as amended to develop professional development activities.

Activities that promote the integration of coherent and rigorous academic content standards and career and technical education (CTE) curricula will be included in the following professional development activities:

- Continued use of “Scenarios” that are project-based with focus questions that allow students to address real world business/industry problems. These scenarios are developed in conjunction with curriculum development teams that have both secondary and postsecondary faculty and are validated by business/industry.
- Continued use of “Interdisciplinary Design Briefs” that provide a theme and context that address academic and career and technical skills;
- Continued use of process/skills questions that utilize both academic and career and technical skills to meet real world business/industry problems;
- Continued correlation of the Virginia Standards of Learning for academic courses with the CTE course skill competencies;
- Implementation of programs that promote integrated academic and career and technical education activities;
- Professional conferences sponsored by CTE professional organizations and/or the Virginia Department of Education, Office of CTE that will include activities to reinforce integration of coherent and rigorous academic content standards and CTE curricula;
- Conferences offered by such entities as High Schools That Work/SREB and Model Schools that address relevance and rigor (among other key practices); and
- Virginia Department of Education, Office of CTE Services sponsored workshops for academic and CTE teachers to develop integrated lesson plans based on state-mandated Standards of Learning (SOLs) that are correlated to the CTE competencies. These lesson plans will be developed through the Virginia CTE Curriculum Resource Center for distribution.

The Virginia Department of Education will:

- Continue to utilize the Teacher Licensure and Certification office to work with local education agencies (LEAs) and postsecondary education institutions to increase the percentage of teachers that meet teacher certification or licensing requirements;
- Continue to provide Industry Certification Academies to CTE secondary faculties of local school divisions and the Department of Corrections to increase the percentage of industry-certified faculty in programs where it is applicable and provide access to these academies for postsecondary faculties when space is available;
- Provide training for secondary faculty for the Virginia’s Teachers for Tomorrow program;

- Work with Virginia’s Career Switcher Alternative Route to Teacher Licensure Program; and
- Work collaboratively with the two- and four-year colleges and universities to provide undergraduate and graduate level courses to secondary faculties that will enable them to become credentialed to teach dual enrollment courses and to promote attainment by current professional technical certificate holders to achieve associate/bachelor’s degrees.

The Office of Career and Technical Education is working in conjunction with the Office of Middle School and High School to provide staff development, such as STEM related activities and other high school reform/improvement activities (in conjunction with ESEA Act requirements).

POSTSECONDARY

(3d). Initiated through a VCCS National Science Foundation grant, Authentic Learning is an instructional model that the VCCS developed to provide college and high school faculty with professional development in integration of academic, technical, and workforce readiness skills development in high school and college classrooms through team-based, business-based, project based learning. To date, more than twenty teams of faculty, trained together, have piloted Authentic Learning projects in their classrooms. Authentic Learning projects bring real world business problems and employers to class with students working as teams to research the presented business problem, problem solve solutions, and present proposed solutions to business and industry partners for their assessment. Under Perkins IV, the VCCS plans to continue and expand statewide professional development for faculty in Authentic Learning and to dramatically expand the practice of “real world” project based learning in secondary and postsecondary CTE classrooms.

Many of the Authentic Learning projects piloted have utilized faculty from diverse disciplines and additional demonstrations of multi-disciplinary learning will be encouraged by the VCCS through mini-grants and other incentives.

Through the Department of Education’s Career Switcher initiative, the VCCS provides a fast track for individuals with targeted business and industry experience to meet teacher certification and licensure requirements in the disciplines of science, mathematics, English (including ESL), and foreign language. During the period of Perkins IV, the VCCS will explore expansion of the Career Switcher initiative to credential teachers in targeted high skills, high demand career clusters and will work with VDOE to determine value added of an expansion of the Career Switchers program to include targeted CTE program areas.

The VCCS has prioritized statewide professional development as a cornerstone of its State Leadership activities for Perkins and Tech Prep and provides five types of statewide professional development (a) faculty certification training; (b) Authentic Learning Academies designed to train faculty in implementation of business-based,

interdisciplinary project-based learning; (c) training in integration of new technology resources and products into classroom learning including technical training to support development of new CTE courses in areas such as GIS/GPS and computer animation; (d) training in development, promotion, and assessment of all aspects of career pathways; (e) training in Career Coaching.

Each of these types of training has been conducted by the VCCS through intensive workshops of not less than 4 days duration and each of these workshops has provided a follow on activity such as certification preparation and testing, demonstration projects in the classroom that were evaluated and reported back to the VCCS, and follow on evaluation activities of impact of training on faculty and teacher performance.

Professional development in applied learning is a feature of the VCCS New Horizons Conference which is supported by Perkins Leadership funds as well as the foundation of VCCS Authentic Learning Faculty Workshops. Career pathway leaders from local colleges also receive information on best practices in applied learning through the VCCS annual Career Pathways Conference.

(3e). The VCCS is providing professional development in recruitment and retention of gender minority students through its Career Coaches and Career Pathways Conferences and also continues to work with local community colleges and universities to support state and local initiatives designed to increase the number and percentage of female students enrolling in technical program areas and to train faculty and counselors to be proactive in providing methods and content that have been shown to improve enrollment and persistence of women in technical programs.

4. You must describe efforts that your agency and eligible recipients will make to improve—

(a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

(b) the transition to teaching from business and industry, including small business.
[Sec. 122(c)(3)(A)-(B)]

The VDOE Office of Career and Technical Education will work with the office of Teacher Licensure to look at possible endorsement expansion for area-critical CTE faculty/teachers and will work with the postsecondary agencies to develop professional development and incentive programs that will help in recruitment and retention of the groups indicated in 4(a-b) above. The VDOE, Office of CTE also is working with the state professional organizations to identify areas of need and possible solutions to recruitment and retention of these groups.

The recently launched VCCS Chancellor's Teaching Fellows program introduces promising graduate students from various disciplines who have earned at least 18

graduate hours in their teaching field the opportunities and benefits of teaching for the VCCS with the hope that many of them will return and apply for full-time teaching openings when they complete graduate studies. Teaching fellows work with experienced full-time faculty mentors. The program's primary objective is to increase the diversity of community college faculty.

The VCCS Career Switcher program, a statewide initiative, provides a fast track for individuals with baccalaureate degrees and relevant business and industry experience to earn teacher licensure. Additionally, the VCCS will work with colleges interested in standing up associate degree programs specifically tailored to helping trades people—such as welders, machinists, and electricians—to obtain high school teacher credentials and credentials to teach dual-enrollment and other community college courses.

- 5. You must describe efforts that your agency and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]**

SECONDARY

The VDOE will utilize the development and implementation of the Career Pathways and individualized career and academic plans for all students to encourage students to make the transition of sub-baccalaureate into baccalaureate degree programs. Providing professional development to guidance counselors, career counselors, and career coaches (if applicable) in the utilization of career pathways and providing additional information to parents through the PTA, Virginia Career Education Foundation and other marketing strategies will help to raise the awareness level of baccalaureate opportunities through career and technical education programs begun at the secondary level.

The addition of Governor's Career and Technical Academies and Technical and Advanced Technical diplomas will also carry requirements to encourage students to continue into baccalaureate programs as they will more readily meet requirements for entering baccalaureate programs.

POSTSECONDARY

During its transitional year, the VCCS has established 23 different statewide guaranteed admissions agreements with major universities throughout the Commonwealth and has promoted those agreements through a new Web site, statewide marketing materials distributed to Tech Prep Directors and Career Coaches and to high school guidance counselors, and through a variety of feature articles placed in state and regional newspapers and periodicals. Transfer of community college graduates to universities is one of the nine statewide goals for VCCS colleges that were identified by the Chancellor and college presidents in their strategic plan for the VCCS: Dateline 2009. VCCS colleges are annually assessed in terms of the transfer of community college students to universities and other institutions conferring baccalaureate degrees and the number and

percentage of community college students transferring to four year colleges annually increases.

Additionally, beginning this year, the Commonwealth of Virginia will provide transfer scholarships to community college graduates who have demonstrated financial need and enter a university programs.

Finally, through initiatives such as Career Coaches and Path to the Baccalaureate, a Northern Virginia Community College (NVCC) initiative that places advisors into local high schools to prepare students for entry level requirements to both NVCC and George Mason University, VCCS colleges are providing high school students with information on university entry level requirements, scholarships, financial aid, and transfer agreements with community college. One outcome of this work is expected to be a dramatically increased percentage of students who enter the community college with plans and resources to continue their education at the baccalaureate level.

- 6. You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]**

SECONDARY

All of the above named stakeholders are members of the State Plan Review Committee and have provided input into the development of the State Plan. In addition, the VDOE utilizes the following activities/organizations to provide continued input into the planning, development, implementation, and evaluation of career and technical education programs in our state.

- As a direct result of the Virginia Congress of Parents and Teachers (PTA) representative serving on the State Plan Review Committee, the VDOE/CTE office is working with the state PTA to develop awareness information for parents on Career and Technical Education programs offered in Virginia, career clusters/career pathways, and industry certifications. The continued input from this organization will provide needed information for the planning, development, implementation/marketing, and evaluation of the programs offered.
- The CTE State Advisory Committee was established by the State Board of Education in 2003 at the request of former Governor Warner, this committee is a standing committee of the board to provide input on issues important to this program area and periodically makes reports to the Board of Education. This committee is comprised of business and industry (includes labor) leaders, professional organization leaders, and representatives from secondary and postsecondary education who are appointed by the Board of Education.

- Local CTE Advisory Committees are required through state regulation (8VAC20-120-50). These committees serve the same purpose at the local level in advising and providing input on issues important to the local CTE programs and approving their Local Plan and Budget that is submitted for Perkins funds. This committee is comprised of the same stakeholders as the CTE State Advisory Committee but secured from the local/regional area served by the school division and the programs offered in that division/center.
- The State Director's Planning Group is composed of local CTE administrators from the eight superintendent's regions of the state, regional technical centers, VCCS, the Virginia Curriculum Resource Center, the Virginia Career Education Foundation, and other associated programs (such as the representative from Career Prospects, Weldon Cooper Center at the University of Virginia). This group keeps the VDOE CTE staff aware of CTE related best practices, professional development needs, and questions arising that are best addressed at the state level.
- The Virginia Career Education Foundation was established in 2002 by Governor Mark Warner and whose fundamental mission is to raise funds and to lend support for initiatives that promote quality technical programs and raise the level of awareness for technical careers in the Commonwealth of Virginia. The Foundation, a public-private partnership, supports and facilitates public-private partnerships, for it is through the combined efforts of industry, government, and educational institutions that these challenges can best be overcome. The Foundation focuses its efforts primarily on initiatives that are geared towards middle and high school students, those students for whom the future is just around the corner. Their Web site is <http://www.vcef.net/>.
- The VDOE state director and cluster coordinators serve as ex-officio members of the Virginia Association of Career and Technical Administrators (VACTEA) and the Virginia Association for Career and Technical Education and the VDOE program area specialists serve as ex-officio members of their program professional organizations. This provides networking opportunities to utilize the professional organizations for professional development, awareness of trends and needed changes to the CTE programs in Virginia.
- Virginia also utilizes the Virginia Career and Technical Education Resource Center, the Career Prospects project at the Weldon Cooper Center, University of Virginia, and Virginia Career View and data collection project at Virginia Tech for information on planning, development, implementation and evaluation of the state's CTE programs.
- Virginia will continue to hold an inter-disciplinary conference every four years that encourages school divisions/centers to bring a team that is comprised of academic, career and technical education, special education and other elective faculty/teachers, building-level and central office administrators, advisory council member, student, parent, community college, and guidance/career counselors from both the middle and high

school level. These teams participate in a one to two day conference that provides professional development in such areas as leadership, integrated instructional opportunities, instructional methods, increasing rigor and relevance, implementing career pathways, etc. After the inter-disciplinary conference, the program areas break into their individual conferences for such activities as program specific professional development, graduate credit courses, and industry certification academies.

POSTSECONDARY

The VCCS is currently collaborating in the development of a statewide multiyear plan for development and promotion of career pathways. All local Postsecondary Perkins and Tech Prep career pathways are informed by advisory committees or steering committees comprised of employers, students, faculty, counselors, and universities as relevant.

7. You must describe efforts that your agency and eligible recipients will make to—

(a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--

i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and

ii. Career and technical education subjects;

(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

SECONDARY

(7a). The Virginia Career and Technical Education Curriculum Resource Center (VCTERC) will continue to develop products that strengthen requirements in both career and technical and academic areas, thus preparing students for further education and employment. These products,

- integrate academic and career and technical education disciplines (e.g., correlation of CTE programs to the academic Standards of Learning);
- identify minimum standards (essential competencies) for all CTE programs, using industry and professional standards where applicable (e.g., task list revisions);

- address coherent sequence of courses, complete requirements, and program accountability;
- are readily available to LEAs in all formats (e.g., print, diskette, and web-based formats); and
- address special populations, nontraditional occupations, equity issues, all aspects of an industry, and employability skills.

The VCTERC will continue to work with technical committees and business and industry representatives who contribute to, review, and validate career and technical education competencies in all programs. Different processes, including DACUM (Developing A Curriculum) and Panel of Experts, are used to facilitate analyses. The expertise of the business representatives who serve on these committees is critical in ensuring that our programs reflect current technology and job requirements that meet the need of Virginia's workforce.

VCTERC works with the Virginia Department of Education to develop programs within career and technical education that address new and/or emerging occupations and workforce requirements. The VCTERC assists the VDOE in the curriculum portion of new program development by facilitating business/industry panel meetings, training faculty/teacher writing teams, writing and editing draft curriculum materials, formatting and publishing program materials, and distributing curriculum to local education agencies (LEAs).

The VCTERC works with the VDOE to (1) ascertain current labor market needs and (2) align career and technical programs to address these needs. In doing this, the VCTERC uses all available data (local, state, regional, and national employment statistics from the Virginia Employment Commission/Workforce Investment Area reports) and also seeks input from business and industry representatives who serve on the technical committees.

The VCTERC works closely with the VDOE to ensure that the State's career and technical education programs address industry standards, requirements, and certifications. The initial development or revision of every CTE program includes research to identify tests, certifications, and other criteria relevant for individuals to continue their education and/or begin a career. These requirements are incorporated into the curriculum for each program as it is developed and are disseminated to LEAs as the recommended minimum standards for the program.

(7b). All state curriculum for career and technical education courses includes a required unit on All Aspects of Industry to provide students with a strong experience in and understanding of these competencies. This unit of each course is linked with a curriculum framework for All Aspects of Industry that provides the following components: task/competency list, related Standards of Learning, Standards of Learning correlation by task, Computer/Technology Standards of Learning, Leadership Development Expectations: High School, related suggested learning activities, suggested learning activities correlation by task, career planning: Portfolio Power, Career Planning: Using

the Internet to Enhance Student Employability, collaborative lesson ideas, and sources for internet lesson plans.

(7c). The Virginia Board of Education's goal is to create an excellent statewide system of public education that derives strength from our diversity and that ensures equality of opportunity for each student in a safe and healthy learning environment that prepares all students to be capable, responsible, and self-reliant citizens in the global society. The Standards of Accreditation in Virginia place emphasis on raising achievement standards for students, increasing the requirements for graduation from high school, increasing instructional time, linking statewide accountability tests to Virginia's nationally acclaimed SOL, and the establishment of a school report card for parents and the school community. Among such items as SOL scores, highly qualified teachers, graduation rate, etc., the school report card also tracks the number of CTE completers by state, division and school and the number of industry certifications, state licensures, and NOCTI tests passed by CTE students. All students are held to the same rigorous content requirements and high performance on the Standards of Learning assessments for graduation.

Virginia utilizes such school improvement programs to continuously improve the performance of students in both the academic and career and technical education programs.

The Virginia Career Education Foundation is the directing entity for the state of Virginia's NGA State Scholars grant. In Virginia, it is referred to as the Commonwealth Scholars. This program that began last year with seven divisions as pilot sites and has expanded this year to eleven school divisions provides career and technical education students with another opportunity that provides challenging academic requirements. If you reference the brochure attached to the July 26 minutes in Appendix D, you will see the rigor demanded of students participating in this program. In Virginia, CTE is a required part of this program.

Virginia is also in the process of developing requirements for a Technical Diploma and an Advanced Technical Diploma which were required by the General Assembly and signed by the Governor in the 2007 session. The suggested requirements will be approved by the State Board of Education and have public hearings prior to being implemented. The diploma must meet or exceed the requirements of a standard diploma and include a concentration in career and technical education. Also provides for an advanced technical diploma if a student meets the requirements of an advanced studies diploma and completes a concentration in career and technical education.

POSTSECONDARY

All Perkins funded Virginia Community Colleges programs—including college certificate and degree programs—include an integrated curriculum of core academic and career and technical education courses. College Composition courses provided in these programs of study are generally the same as those offered in university transferrable degree programs. All students enrolling in core academic courses at community colleges must meet a

satisfactory placement test score on college admissions tests and those who do not participate in developmental courses designed to ensure that they have the required skills sets to succeed in college level academic course work. Career and technical students enroll in the same course sections and are held to the same standards as all other students enrolled in developmental and general education courses. All core academic and career and technical education courses offered within any Perkins-funded program are formally reviewed by a state level standing committee of academic and career and technical administrators and faculty prior to inclusion in the VCCS Master Course File, a process that often requires significant revision of proposed courses prior to their approval. Career and technical programs and courses are also reviewed by college level advisory committees comprised of local business and industry, university, and high school representatives. These advisory committees ensure that career and technical education programs include a strong foundation in communications, writing, and mathematics and also address local needs for students to demonstrate experience in, and understanding of, all aspects of industry. Career and technical program proposals are also reviewed by VCCS staff for compliance with Southern Association of Colleges and Schools (SACS), State Council for Higher Education in Virginia (SCHEV) and VCCS standards, including the required general education component. Degree programs are further reviewed by the State Board for Community Colleges and SCHEV before receiving final approval.

Most career and technical programs of study include substantial student exposure to all aspects of business and industry through the combination of class-room instruction, hands-on laboratory experiences, field experiences, work site visitations, and interaction with working professionals in the program of study. Many programs also require on the job training in the industry and/or give students experiential learning credits for current or prior experience in the field – often through an apprenticeship program.

8. **You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]**

SECONDARY

Technical assistance will be provided to local divisions and other eligible recipients through a variety of methods as follows:

- **Career and Technical Education Program Area Specialists.** The professional staff of the Office of Career and Technical Education Services will provide technical expertise on a continuing basis to local educational agencies, area career and technical education centers, and eligible institutions in the state in the following areas:
 - technical services to teachers, administrators, and teacher educators,
 - coordination of curriculum efforts,
 - presentations on curriculum frameworks and standards to local teachers and administrators,

- professional development for school personnel in accordance with the identified needs in the State Plan and with the Virginia Department of Education Strategic Plan, and
 - brokering services and leveraging resources in program areas where sufficient DOE capacity may not exist.
- **Virginia Career and Technical Education Curriculum Resource Center (VCTERC).** The VCTERC offers many products and services to assist the Virginia Department of Education and all localities in preparing students for career and lifelong learning. The VCTERC provides the following services and products:
 - assistance in developing and updating curriculum,
 - occupational research analysis,
 - maintenance of a library,
 - assistance with computer database searches,
 - dissemination of curriculum and other products,
 - maintenance of Virginia's Educational Resource System Online (VERSO), and
 - review of locally developed documents.

The VCTERC provides samples of graphics including brochures, program guides, posters, bumper stickers, and bookmarks to assist with recruiting students to CTE programs.

The Virginia Department of Education and the VCTERC support Vocational-Technical Education Consortium of States (V-TECS) activities through a variety of initiatives.

- **Career and Technical Education Student Organizations Specialists.** The career and technical student organizations (CTSOs) have been and will continue to be a significant factor in increased student work skill attainment and development of interpersonal skills. CTSOs, through a program of work that combines leadership development activities and attainment of occupational competencies, will be available to all students enrolled in a career and technical education course. CTSOs will have staff members available to provide technical assistance to localities in implementing a balanced program of work.
- **Federal Program Monitoring System.** All local administrators will receive technical assistance as they participate in the assessment process and the program improvement phase of the monitoring process. Localities will receive technical assistance from career and technical education program specialists and compliance specialists in the Virginia Department of Education. Monitoring workshops will be conducted for local administrators on an annual basis.
- **Career and Technical Education Local Program Reviews.** Technical assistance will be provided by the career and technical education staff to local programs, when requested, for the purpose of program improvement. Specialists' recommendations will provide guidance for program improvement

to local career and technical education. Specialists will be available to assist local administrators as they implement the recommendations.

- **Technical Assistance Visits.** Each year, the Office of Career and Technical Education Services will coordinate and facilitate technical assistance visits at one-third of the school divisions who are utilizing approved school reform efforts that have been funded through grants issued through the CTE office. The purpose of the technical assistance visit is to help school leaders and teachers identify changes that are needed to improve teaching and learning through integrating high-level academic and career and technical education studies. The technical assistance team members will be composed of local school practitioners (teachers, guidance personnel, and administrators), community and business representatives, and state education program specialists. Team members will develop a research-based report that identifies the site's promising or successful practices and outline recommendations for continuous improvement with suggested action steps.
- **Updates for Local Administrators.** Workshops will be held to assist local career and technical education administrators to meet the requirements of the new Perkins IV legislation. Administrators will receive technical assistance in developing a local plan, meeting the Core Standards and Measures of Performance requirements, conducting follow-up activities, data collection, requirements and progress on implementing Perkins IV, local plan requirements, accountability, program development and improvement, and planning for continued progress.

POSTSECONDARY

The Virginia Community College System will provide technical assistance in improving program performance measures for both postsecondary and Tech Prep programs through the following initiatives:

- The VCCS will continue to provide annual postsecondary and Tech Prep administrative meetings to review performance measures from the preceding year, evaluate changes needed by both the state and local colleges, and address new goals and grant specifications designed to improve program performance;
- The VCCS plans to provide an annual Career Pathways Conference through which college led teams of administrators, faculty, counselors, and other career pathways practitioners will work with national and state subject experts in areas such as articulation, dual enrollment, curriculum development, business and industry partnerships, developmental education, and more to develop local action plans for improved program performance;
- The VCCS plans to provide all local colleges with a "tool kit" for implementation of Perkins and Tech Prep programs of study to include samples of articulation agreements, sample career pathways or programs of study; program planning templates and resources; and assessment instruments for such Perkins and Tech Prep activities such as professional development, student outreach, career planning events;

- The VCCS will continue to provide the Chancellor, college presidents and Tech Prep and Perkins college contacts with annual performance reports based on data collected from VCCS Student Information System; state generated surveys of users such as students, teachers and faculty, high school principals; and employers, and
- The VCCS will initiate local site evaluations for a minimum of two colleges per year to both audit adherence to grant specifications for Tech Prep, Postsecondary Perkins, and to provide locally specific coaching on strategies and tactics to improve program performance; and
- The VCCS will continue to meet with each local Tech Prep Steering Committee to review Perkins legislation and emerging models for best practices in career pathways.

9. You must describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]

SECONDARY

Career and Technical Education in Virginia relates to the state and regional occupational opportunities as follows:

- Virginia's Economic Development Partnership has identified the following industry clusters: Aerospace, Automotive, Biosciences, Distribution, Electronics, Financial Services, Food Processing, Motorsports, and Plastics as high demand for Virginia. The CTE programs in Virginia utilize this information in planning CTE programs.
- Virginia's Career VIEW, a career informational Web site, provides occupational information by region and state to help direct students to locations that offer the best career opportunities in their chosen occupation and/or to notify students of the top careers in their current locations.
- Career Prospects, Virginia's career advice Website, announces new material to help schools increase enrollment in nontraditional career programs. It also provides background information, talking points, and other material on increasing non-traditional student enrollment and creating a friendly environment for both genders.

The Career Prospects site also provides labor market and employment needs data, such as employment projections and wage data files on national, state, and Workforce Investment areas within the state. Employment conditions and labor market information for cities, counties, metro areas, and WIAs is also available (including number of new hires, job creations, and turnover). Links to the Virginia Employment Commission and the national Bureau of Labor Statistics is available on this Web site.

- Career and Technical Educational Management Systems—Local plans in Virginia include a Schedule 1C that is to be completed for all new programs and courses implemented at the local level. Schedule 1C involves the documentation of labor market and employment needs for the locality, region, and state in order for the school division’s request for a new course/program to be approved.

POSTSECONDARY

In order to gain approval to offer a new degree program, VCCS colleges must effectively demonstrate that the program meets local and regional workforce demands and is supported by local employers.

10. You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

SECONDARY

The Virginia Department of Education (VDOE) appointed a state plan review committee composed of personnel nominated from professional organizations, other state agencies, and the Virginia Chamber of Commerce. The committee was composed of personnel from secondary education, postsecondary (two- and four-year institutions), business, labor, and industry, correctional education, academic and career and technical faculties, special education, rehabilitative services, counselors and career coaches, Virginia State Board of Education Student Advisory Committee, Workforce Investment Board. The Virginia Secretary of Education’s office also had a representative attending the meetings. At the first meeting after an overview of the *Carl D. Perkins Career and Technical Education Act of 2006*, the goals, major initiatives, and populations served through career and technical education in Virginia, focused discussion took place regarding the goals, major initiatives, and populations served by each agency. The discussion served to identify ways in which all agencies could work together so that services are not duplicated for the same populations. Further, specific emphasis was placed on regional and statewide programs for occupations in the high-skill, high-wage and high-demand sectors.

The Office of Career and Technical Education, VDOE, will work with the Office of Middle and High School to jointly plan and coordinate such programs with the Elementary and Secondary School/No Child Left Behind Act that will enhance the rigor of academic and career and technical education courses.

11. You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

Procedures to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(C) of the Workforce Investment Act and school dropout will be coordinated in conjunction with the Senior Advisor to the Governor for Workforce and the Virginia Workforce Council. The Virginia Workforce Council's Strategic Plan for the Commonwealth is to have and promote a well-trained, well-educated, highly skilled and qualified workforce that understands and meets the needs of employers and that is actively engaged in lifelong learning.

SECONDARY

Local school divisions also have the option to provide students with the Individual Student Alternative Education Plan (ISAEP) program that is designed for those students ages 16 to 18 and enrolled in high school programs but are having difficulty finding success in a regular classroom environment. ISAEP programs are funded through a combination of state grants and local funds. Many, but not all school divisions, provide program services, such as career guidance counseling, mandatory enrollment in a GED preparation program and career and technical education (Perkins funds). The student has the opportunity to re-enroll in a regular classroom environment at any time.

POSTSECONDARY

Community colleges utilize the Middle College program Middle College allows individuals without a high school degree to increase their income and employability by simultaneously pursuing a GED, community college education, and a workforce certification in a college environment. The program offers targeted remedial courses, access to workforce readiness courses, enrollment in community college courses applicable to a degree or industry-based certificate, and comprehensive support services.

B. Other Department Requirements

1. You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

See Appendices for: *2008 – 2013 Secondary Local Plan*; *2008 – 2013 Regional Technical Center Plan*; *2008-2013 VCCS Local Plan*; *Perkins Applications Guidelines FY2008*, *Perkins Application FY2008, Part I*, and *Perkins Application FY2008, Part II*; and *Tech Prep Application Guidelines FY2008*, *Tech Prep Application FY2008, Part I* and *Tech Prep Application FY2008, Part II*.

2. You must provide a description of your State’s governance structure for career and technical education.

The Virginia Board of Education acts as the Virginia Career and Technical Education Board with approval authority. The Virginia Department of Education, Office of Career and Technical Education Services serves as the Perkins administrative branch for local school divisions and for the Perkins Title I and Tech Prep funds to the Virginia Community College System. The Virginia Community College System serves as the Perkins and Tech Prep administrative branch for the 23 community colleges.

The *Code of Virginia*, §22.1-227 designates the Virginia State Board of Education to carry out provisions of federal act. The Board of Education is designated as the State Board of Career and Technical Education to carry out the provisions of the federal Vocational Education Act of 1963, as amended, and as such shall promote and administer the provision of agriculture, business, marketing, home economics, health, technology education, trade and industrial education in the public middle and high schools, regional schools established pursuant to §22.1-26, postsecondary institutions, and other eligible institutions for youth and adults.

The *Virginia Administrative Code* in Chapter 120 provides state regulation for the governance structure for career and technical education.

- Section 8VAC20-120-10 Authority to promulgate; requirements for compliance with state and federal regulations. These regulations are promulgated by the Board of Education, pursuant to §22.1-126 of the Code of Virginia for career and technical education programs funded in whole or in part with state funds.

3. You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.

Postsecondary career and technical education is an important element of the one-stop delivery system in Virginia. For individuals that can benefit from postsecondary education services, career and technical programs often are the gateway to higher education. Career and technical programs also help to connect area businesses with the one-stop system, in that they rely heavily on strong relationships with business. Virginia also is beginning a transfer of the Workforce Investment Act from the Virginia Employment Commission to the Virginia Community College System. We anticipate that the change in program administration will tighten the relationship between postsecondary career and technical education and the one-stop delivery system.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

- 1. You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—**
 - (a) Will be provided with equal access to activities assisted under the Act.**
 - (b) Will not be discriminated against on the basis of their status as members of special populations; and**
 - (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)].**

SECONDARY

In Virginia, career and technical special needs programs, or Education for Employment (EFE), are specifically designed for students with disabilities or for those identified as disadvantaged, at risk, or diverse learners to prepare them for inclusion in regular career and technical education programs as soon as feasible. EFE programs are provided at various instructional levels within the middle and high schools and include a cooperative education option.

Education for Employment (EFE) is designed for youth with special needs, including students with disabilities and students identified as disadvantaged. Certain EFE courses are designated by state education code for individuals with disabilities, and other EFE courses are specified by the state education code for individuals identified as disadvantaged. The term, students with disabilities, refers to individuals who are mentally, physically, or emotionally disabled. The definition includes students who are mentally challenged, hearing impaired, speech impaired, visually impaired, seriously emotionally disturbed, or orthopedically challenged; and who have other health impairments, or who have specific learning disabilities. The term, disadvantaged, refers to individuals (other than disabled individuals) who have economic or academic disadvantages and who require special services and assistance in order to succeed in career and technical education programs. The term includes individuals who are members of economically disadvantaged families, migrants, students who have limited English proficiency, and individuals who are identified as potential dropouts from secondary schools.

In addition to the EFE courses, programs and courses designed specifically for students with special needs are available within the following program areas: Agricultural Education, Business and Information Technology, Career Connections, and Technology Education. These program areas and Family and Consumer Science, Health and Medical Sciences, Marketing Education, and Technology Education also provide for special needs students through Individualized Educational Plans (IEPs).

Competency-based curriculum guides and publications relating to special needs concerns are provided for all CTE teachers and include suggested instructional methods and resources. Emphasis is placed on career preparation and employability skills, including academic competencies that relate to state initiatives. Professional development efforts include an annual Transition Forum and annual regional workshops provided by the Transition Practitioners' Council.

(a) Equal Access [Section 122(a)(9)(A)]

SECONDARY and POSTSECONDARY

Each local recipient shall include in the local plan strategies for increasing the participation of all special population groups in career and technical education. These may include staff development activities related to serving special populations, literature and resources designed to attract special populations to the program, and the sharing of information about program offerings in creative ways that target all special population groups.

(b) Nondiscrimination [Section 122(a)(9)(B)]

SECONDARY and POSTSECONDARY

Local recipients will assure in their local plans that discrimination against special populations will not occur and are required to sign a non-discrimination statement pertaining to special populations.

(c) Programs Designed to Enable Special Populations to Meet or Exceed State Adjusted Levels of Performance [Sec. 122(C)(9)(C)]

The following programs and courses are designed specifically to provide career preparation for students with special needs:

Education for Employment (EFE) course titles and codes are as follows:

- Introduction 9075 (for Students Identified as Disadvantaged, 18 weeks)
- Introduction 9076 (for Students Identified as Disadvantaged, other than 18 weeks)
- Introduction 9082 (for Students with Disabilities, 18 weeks)
- Introduction 9083 (for Students with Disabilities, other than 18 weeks)
- Level I 9077 (for Students Identified as Disadvantaged, 18 weeks)
- Level I 9078 (for Students Identified as Disadvantaged, other than 18 weeks)
- Level I 9084 (for Students with Disabilities, 18 weeks)
- Level I 9085 (for Students with Disabilities, other than 18 weeks)
- Level II 9079 (for Students Identified as Disadvantaged, 18 weeks)
- Level II 9080 (for Students Identified as Disadvantaged, other than 18 weeks)
- Level II 9086 (for Students with Disabilities, 18 weeks)
- Level II 9087 (for Students with Disabilities, other than 18 weeks)

- Cooperative Education I 9020 (for Students Identified as Disadvantaged)
- Cooperative Education I 9030 (for Students with Disabilities)
- Cooperative Education II 9021 (for Students Identified as Disadvantaged)
- Cooperative Education II 9031 (for Students with Disabilities)
- Specialized programs/courses are available within the regular CTE program areas. In some cases, students in these courses will have an IEP (Individualized Educational Plan).

Curriculum and resource guides developed and immediately available include the following:

- EFE Instructional Framework Guide
- Access to Success: Strategies for Serving Special Populations in Tech Prep Programs
- Teaching Strategies for Diverse Learners
- Library reference materials are available from the VVCRC.

EFE teachers receive professional development annually to enable them to improve their teaching skills in working with special needs students. This professional development opportunity is offered during the annual Virginia Transition Forum, with follow-up regional workshops during the school year. The Virginia Transition Forum is co-sponsored by the Virginia Department of Rehabilitative Services, and the Special Education Office and Career and Technical Education Office of the Virginia Department of Education. The professional development experience includes presentations from special education and CTE educators, as well as nationally noted speakers who are experts in addressing the needs of special populations. The regional workshops provide timely topics and skill development each year. Linking career and technical special needs programs and Virginia's standards for academic excellence established for all students, the Standards of Learning (SOL), is an example of the regional workshops. These efforts represent an ongoing process of preparing special education and CTE educators to work together in a variety of ways to serve the needs of special populations.

The professional organization, VACTE-SND (Virginia Association of Career and Technical Education - Special Needs Division) is being re-organized in Virginia to enhance the delivery of regional and statewide professional development including teacher re-certification. EFE teachers who have demonstrated high proficiency in the career development of special populations serve as leaders of sessions devoted to such topics as high-skill, high-wage, high-demand occupations, and stimulating special needs students to achieve the Virginia Standards of Learning.

2. You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]

Alternative education programs offered through local school divisions ensure that appropriate academic and career and technical education standards/competencies are

provided to meet the needs of each student. In school divisions, alternative education programs are funded through local, state and federal funds as applicable. If Perkins funds are utilized the programs must be addressed in the local plans submitted to the Virginia Department of Education. The ISAEP program mentioned in Section II (A)(11) also requires a CTE component.

3. You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]

Perkins funds will be utilized to participate in initiatives to promote non-traditional career studies; to support additional Science, Technology, Engineering and Mathematics initiatives; dissemination of information on effective programs for non-traditional participation and completion; and the addition of new courses and programs that focus on high-skills, high-wage, or high-demand occupations and non-traditional fields as determined by Workforce Development Boards, Virginia Employment Commission data, state and local advisory councils or committees.

During the 2006-2007 year, grants for activities and programs that promoted non-traditional enrollment and completion were sponsored through Career Prospects, Weldon Cooper Center, University of Virginia. These activities or others similar to it will be continued to promote non-traditional enrollment and completion.

The VCCS will require that colleges demonstrate in local Perkins and Tech Prep plans that all funded programs of study meet at least one of the Perkins IV criteria of being a high skills, high wage, or high demand occupation. Additionally, all colleges receiving Tech Prep or Perkins funds are required to provide a plan for increasing recruitment and retention of students in non-traditional CTE programs.

4. You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

Funds provided to the Department of Correctional Education will be used to enhance and improve existing programs and to develop and implement new programs following the guidelines of the Perkins' requirements. They will also be utilized to allow the agency to provide sustained staff development and training in key areas such as improving the linkage and coordination between academic and Career and Technical Education teachers, and providing certified training that will allow teachers to issue industry-based certifications for their students. The agency has implemented a major initiative to expand the certifications being offered. These include certification from the National Center for Construction Education and Research (NCCER), the Residential Construction Academy, A+, Net+, OSHA 10, and many others. Being able to award a certification to students coming out of the prison system helps them immeasurably with employment and staying out of prison. Recent research completed by Virginia Tech on the agency's behalf demonstrated that Career and Technical Education programs in Virginia's correctional system reduced recidivism by 20.57%.

With the increased use of technology and greater emphasis on computer-based training in the classroom, a greater portion of the Perkins's funds is utilized to update programs and establish programs that are more relevant in today's job market. Examples include purchasing equipment to establish a Copper and Fiber Optic Cabling program, purchasing computer controlled plasma cutters, purchasing engine and exhaust analyzers, purchasing current computer aided drafting software, and purchasing computer-based instructional software for Business Software Applications programs. The Perkins' funds are critical for long-term planning for making program changes and keeping existing programs relevant. State funding alone would severely limit the agency's ability to keep programs current to meet the needs of employers.

In addition to technical skills, the agency's Career and Technical Education programs provide instruction in all aspects of the industry, employability skills, workplace readiness skills, and emphasizes personal qualities that are important to employers.

The Department of Correctional Education makes extensive use of its Advisory Council. This group is instrumental in making recommendations for program changes, initiating new programs, and for reviewing all curriculum changes in the adult system. The juvenile programs follow the same curriculum that is mandated for public schools. This assists students with re-enrolling in public schools when they are released. All of their credits will transfer toward high school graduation. In addition, the agency has several articulation agreements in place with community colleges that further assist students with their career development.

5. You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.

In order to overcome barriers, including those based on gender, race, color, national origin, disability, and age, the Virginia Department of Education (VDOE) will require each local applicant for Perkins funds to sign an assurance statement that the local applicant will ensure equal opportunities for all eligible students, faculty, and other program beneficiaries in any project or activity in which such funds are used. Further the VDOE will require each local applicant to complete Schedule 1N of the Local Plan and Budget (submitted to the VDOE for Perkins' funds) that will address how they will ensure equitable access to, and equitable participation in the project or activity to be conducted by addressing the special needs of students, faculty, and other program beneficiaries in order to overcome barriers to equitable participation. Finally, the VDOE will sign an assurance that all applications for Perkins funds will be reviewed to ensure that the above requirements have been included.

IV. ACCOUNTABILITY AND EVALUATION

States that submit a one-year transition plan, along with their eligible recipients, are required to reach agreement on performance levels for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) only for the core indicators under section 113(b) of the Act as provided below:

<u>Indicators</u>		<u>Transition Plan</u>	<u>Six-Year Plan</u>
Secondary Level – 8 Indicators			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X
3S1	Secondary School Completion	Not required	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	Not required	X
6S2	Nontraditional Completion	Not required	X
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Degree	Not required	X
3P1	Student Retention and Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	Not required	X
5P2	Nontraditional Completion	Not required	X

A. Statutory Requirements

- 1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

The existing Virginia System of Core Standards and Measures of Performance for Secondary and Postsecondary Career and Technical Education Programs is the foundation upon which Perkins III accountability and evaluation requirements were developed. The Office of Career and Technical Education Services gathered input from eligible recipients in the development and implementation of the initial system and will do the same for the Virginia System of Core Standards and Measures of Performance to be utilized for the foundation of the Perkins IV accountability and evaluation requirements. Steps for the final five-year plan for Perkins IV and existing requirements for the transitional year will be adjusted to meet the transitional needs as indicated by the USED, OVAE.

The following procedures were used to obtain input and recommendations for the System of Core Standards and Measures of Performance:

- Organized the State Vocational Technical Education Planning and Review Committee (December 1998);
- Conducted an Interagency Planning Session on implementation of the Act of 1998 (January 28, 1999);
- Aligned the existing core indicators and Perkins II accountability requirements;
- Conducted an orientation meeting of the State Vocational Technical Education Planning Committee (February 18, 1999);
- Conducted presentations on Perkins III accountability requirements during three statewide regional workshops for all secondary vocational education administrators. Input was received on proposed revisions to the secondary System of Core Standards and Measures of Performance (March 1999);
- Conducted a presentation on Perkins III accountability requirements for members of the Virginia State Council on Vocational Education. Received input on proposed revisions to the secondary System of Core Standards and Measures of Performance (March 1999);
- Drafted the state transition plan for establishing and implementing the core indicators, state level of performance for each core indicator of performance, and the existing state indicators and state levels of performance for each additional indicator;
- Proposed the state levels of performance for secondary based on previous performance trends and the extent of changes and modifications necessary for implementation; and
- Conducted a meeting with the State Vocational and Technical Education Planning and Review Committee to review the draft State Plan, obtain input, and recommendations. Based on the recommendations and refinements to be made,

the State Vocational and Technical Education Planning and Review Committee recommended that the Proposed State Plan be sent to the State Board of Education for review (May 25, 1999).

POSTSECONDARY

The following procedures are proposed to obtain input and recommendations for establishing the definitions and approaches for the core indicators of performance:

- conduct a review meeting with postsecondary Perkins administrators to review the proposed guidance on the measures (June 2007);
 - develop data and assess preliminary measures. Identify methods to align measurements with non-regulatory guidance and other reporting requirements;
 - review measures and receive input from institutional research staff at the colleges;
 - review measures and receive input from Academic Services Advisory Committee (ASAC) and Workforce Development Services Advisory Council, which includes vice president representatives from academic and workforce services at each of the 23 community colleges across the state;
 - present measures to Advisory Council of Presidents (ACOP) for review and approval. ACOP includes president level representation from each of the 23 community colleges; and
 - present measures for review and approval by the State Board for Community Colleges.
 -
2. **You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

SECONDARY and POSTSECONDARY

In Virginia, eligible recipients' performance goals for each of the performance indicators are identical to those the state negotiates with the United States Department of Education for the state-level performance goals.

Recipients of Perkins funds must utilize the Perkins performance indicators and standards to evaluate their career and technical education (CTE) programs. At the state level, performance data are analyzed and returned to the local recipients to evaluate their CTE programs. If any of the performance goals fall below state goals, the recipient must submit a local improvement plan. This plan must detail the program improvement strategies to be implemented to ensure further progress towards reaching the performance goals.

3. **You must identify, on the forms in Part III of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). These measures have been pre-populated on the FAUPL form. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative.

See pages 84-85 for responses to this.

4. **You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]**

SECONDARY

Virginia will utilize the core indicators of performance that are prescribed for Perkins IV. Data elements that are collected by the school divisions and reported to the state for other purposes will be coordinated by the Office of Career and Technical Education Services and the Office of Education Information Management to satisfy Perkins IV accountability requirements. Our current core indicators utilize the data, when appropriate, that are already gathered to meet other state and federal programs, e.g. Virginia's Standards of Learning and No Child Left Behind.

POSTSECONDARY

Virginia will utilize the core indicators of performance that are prescribed for Perkins IV. Data elements collected also are used to meet other state and federal program requirements, including reports to the General Assembly and the State Council of Higher Education for Virginia (SCHEV) for state funding and the Integrated Postsecondary Education Data System (IPEDS).

5. You must provide, for the first two years covered by the State plan, performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

- a. Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, two of a State's core indicators must be career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

To measure attainment of these two core indicators, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") for these two core indicators would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) for these two core indicators instead of its AMOs as discussed below.

- b. **Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level “student graduation rates (as described in section 1111(b)(2)(C)(vi) of the [ESEA]).” Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State’s schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide AMOs for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.**

The Department strongly encourages your State to reach agreement on “adjusted performance levels” required under section 113 of the Perkins Act for the three core indicators discussed in (a) and (b) above that are the same as your State’s AMOs that your State adopted to ensure that your State’s schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established AMOs for graduations rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State’s AMOs. If so, your State must provide baseline data using your State’s most recent year’s achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on “adjusted performance levels.” (The Secretary is considering whether to issue regulations requiring a State to agree to “adjusted performance levels” under the Perkins Act that are the same as the State’s AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)

Virginia will gather data on the required core indicators for Perkins IV. The negotiation process with the USED has not taken place at this time, and information on the Final Agreed Upon Performance Levels (FAUPLs) cannot be completed until that occurs. Virginia has, through the last reported year of 2005-2006, met 100 percent of its performance standards.

- 6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]**

In Virginia, local performance goals for each of the performance indicators are the same as those negotiated for the state with the United States Department of Education.

Under Perkins IV, local recipients will be able to request negotiation of performance goals for any of the performance indicators. A three-year trend analysis of past performance will be used to establish a baseline of performance for negotiation. It is

expected that reasonable, appropriate, and mutually agreeable standards of performance will be reached, and reflected in the local improvement plan that will be submitted.

POSTSECONDARY

The Virginia Community College System will apply a similar approach for postsecondary.

- 7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]**

A three-year trend analysis of past performance will be used to establish a baseline of performance for negotiation. It is expected that reasonable, appropriate, and mutually agreeable standards of performance will be reached, and reflected in the Local Improvement Plan that will be submitted.

- 8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

SECONDARY

Career and Technical Education Reporting System. Localities that submit electronic data reports are given an access code enabling them to enter an Internet Web site and access the data collection site using their unique identification information.

- Secondary Education Demographic Form (SEDF)
 - Data are collected twice a year (October and March) for Virginia's Standards of Quality (SOQ) funding and federal reporting. All students taking career and technical education courses in grades 6-12 are reported.
 - Data are submitted electronically from LEAs and regional career and technical education centers. Before data are imported into the database, the data management specialist audits each locality's data and checks for complete and correct information. Both the local career and technical administrator and local school superintendent are required to sign that the data are valid or need additional corrections.
 - Two validation reports are completed each year, the first when the first semester data have been submitted and the second at the end of the second data collection cycle in the spring. The second report includes the data from both the first and second semester's collection.

- Secondary Enrollment/Completion Form (CTERS 2 and CTE Completers Demographic)
 - The primary purpose is to collect data for the annual federal report. These data are collected once a year and are due June 30 to the Virginia Department of Education. This report on unduplicated career and technical education students covers grades 9-12.
 - Data are forwarded to the Virginia Department of Education where they are first compared to the locality's fall membership report. If the total number of career and technical education students exceeds the total number of students in the school division, the report is returned to the locality for correction. The correct data are keyed into the database, and individual reports are generated. Each locality's report is compared with the data originally submitted to ensure accuracy of data entry and to check for incomplete or miscalculated data.
- Career and Technical Education Adult Class Report
 - Reports are submitted throughout the fiscal year as classes end. The data are used for the current Perkins formula for secondary programs and for state funding purposes.
 - Data that are submitted are audited to ensure information is correct. Data are submitted electronically to Virginia Polytechnic Institute and State University for data analysis and reported back to the Virginia Department of Education.

POSTSECONDARY

The Virginia Community College currently gathers data related to Perkins performance measures at the state level rather than collecting data from local colleges. Through its Student Information System, the VCCS can track students from one program to another, from one college to another and can pull information on entry and graduation from university programs and on post-graduation employment from the Virginia Employment Commission as well as other state agencies and public records.

To allow for the same consistency in reporting Tech Prep student performance, the VCCS will work with VDOE to implement one of two statewide strategies for identifying Tech Prep students. The first of these is a statewide Tech Prep application that would function like an application for a dual-enrollment course in that it would require the student to provide his/her social security number and a parental signature. Use of such an application would allow students to be entered into the current VCCS Student Information System from which point their progress could be followed not only into the community college system but into any state institution of higher education. The second option is to allow local colleges to submit data through a standardized report system developed by the VCCS.

- 9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

Virginia does not utilize consortia within the state.

- 10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]**

SECONDARY and POSTSECONDARY

The state will annually review local recipients' performance and progress based on the core indicators and the state-adjusted levels of performance. If standards are not met or if substantial progress is not made, VDOE (within this segment, the VDOE will always be responsible for secondary) or VCCS (within this segment, the VCCS will always be responsible for postsecondary) staff will conduct an assessment of the educational needs to be addressed to overcome local performance deficiencies.

Virginia will evaluate the effectiveness of career and technical education programs based on the model it has used in the past, which is composed of a seven-step process that supports continuous improvement:

1. conduct a needs assessment by examining data,
2. determine data sources and indicators,
3. examine the data,
4. establish goals,
5. identify related outcomes, practices, and inputs,
6. set performance targets, and
7. monitor performance over time.

Recipients will be advised to take a comprehensive approach to program improvement through coordinated planning and implementation.

The Department of Education maintains the responsibility for adoption and use of effective methods to monitor compliance with federal and state requirements and to ensure the correction of deficiencies in program operations. The primary focus of VDOE (secondary) and VCCS (postsecondary) is to raise academic performance and to affect greater accountability for public education in Virginia. To that end, the monitoring system provides an individualized approach to compliance monitoring for program improvement.

The secondary monitoring system is now part of the Local Plan and Budget Application and will be submitted by local school divisions on an annual basis to the Office of Career and Technical Education. The local plan and budget must reflect activities/projects that address Perkins Performance Standards and Virginia Performance Standards that have not improved or that do not meet the state-level Perkins Performance Standards. This information will be used to determine the need for technical assistance and/or on-site Perkins evaluation visits. This Performance Assessment replaces the Local Improvement Plan and may become a factor in determining local Federal Program Monitoring visits. The assessment includes the following:

- Negotiated local level performance standards (percentage) for the Academic Attainment in Reading/Language Arts and Mathematics, Technical Skills Attainment, Secondary School Completion, Student Graduation Rates, Secondary Placement, Nontraditional Participation, Nontraditional Completion, Completer, Employee Satisfaction, and Employer Satisfaction.
- Status of local performance standards which includes how many performance standards have not met the goal, why they did not meet the standards, and what has been done in prior years to improve the performance. This must be reported by those not meeting standards for the first time, for two successive years, and for three successive years.
- The use of Perkins Funds that lists the number of required items identified beyond the two Virginia requirements for professional development and activities for special populations; the number of required items that address improvement of Perkins Performance Standards that do not meet the state adjusted level of performance; the number of permissive uses of funds; and
- The utilization of grants funded through Perkins that includes the percentage of funds used and the activities funded.

The Performance Assessment must be signed by the local CTE administrator and division superintendent. The assessment will then be reviewed by state CTE staff to identify the appropriate use of funds for program improvement. The CTE staff will then identify school divisions needing technical assistance and/or an on-site visit. School divisions not showing improvement on performance standards will be designated for on-site visits with not less than one-third of school divisions not showing improvement receiving technical assistance and/or on-site visits each year.

B. Other Department Requirements

- 1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:**
 - (a) The definitions that you will use for “participants,” “concentrators,” and “completers” in the core indicators of performance for both secondary and postsecondary/adult levels;**

- (b) **Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year (July 1, 2005 – June 30, 2006); and**
- (c) **Proposed performance levels as discussed above, except that, for the indicators for which your State must your State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State’s AMOs for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.**

See forms in Part C of this plan, pages 82-93.

VI. TECH PREP PROGRAMS

Important Note: States receiving an allotment under sections 111 and 201 may choose to consolidate all, or a portion of, funds received under section 201 with funds received under section 111 in order to carry out the activities described in the State plan submitted under section 122. Only States that will use all or part of their allotment under section 201 need to complete items in this section of the State plan.

A. Statutory Requirements

- 1. You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]**

Tech Prep funding will be allocated on a competitive basis to the colleges that successfully demonstrate (through their applications and prior performance) their ability to successfully fulfill the intent of the VCCS Tech Prep program. Eligible community colleges have the opportunity to receive the following funding award:

- **Basic Level Funding:** One college Tech Prep program [other than Northern Virginia Community College (NVCC) and Tidewater Community College (TCC)] will receive \$95,902. TCC Tech Prep program will receive \$143,853 and NVCC Tech Prep program will receive \$191,804.

The basic level funding must be used to enhance or develop Tech Prep Career Pathways. Any college receiving Tech Prep funds will have demonstrated an ability or the capacity to address career pathway program elements.

As a community college with more than five campuses and more than 70 high schools, Northern Virginia Community College is eligible to apply for funding up to \$191,804. As a community college with four campuses and close to 30 high schools, Tidewater

Community College is eligible to apply for funding up to \$143,853. In future grant cycles, performance as well as the number of college campuses and high schools will be factored into the funding level of grant awards.

- 2. You must describe how you will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)] Virginia Community College System will submit at a later date.**
- 3. You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]**

Tech Prep funding—with the exception of the two largest consortia—is distributed through equal funding which provides for more funding per high school for rural college service regions than it does for urban regions. In the Southside and Southwest regions of Virginia, the percentage of the population with any type of college diploma averages 8%; in contrast, in Northern Virginia and Hampton Roads, the percentage of the population with college diplomas is 29% and 15% of the total population respectively. It is for this reason, coupled with the fact that urban regions have repeatedly stated that they cannot maintain a viable Tech Prep consortium with less funding than is currently allocated to them that the practice of providing equal funding to Tech Prep consortia, a practice that benefits rural consortia, has been allowed to continue.

Tech Prep's level funding formula will be evaluated in the next calendar year in conjunction with the development of the state five-year plan for career pathways and a corresponding initiative to revise Tech Prep's vision, mission, goals and objectives, and marketing identity within the state.

- 4. You must describe how your agency will ensure that each funded tech prep program—**
 - (a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;**

All Tech Prep programs of study or Tech Prep career pathways must operate under a general articulation agreement. With the transition from primary use of articulated course credits as a means of conferring advanced standing and college credits for high school-based course work to a primary reliance on dual-enrollment and validated credits (or credits by exam) to fulfill that function, all Tech Prep articulation agreements need to be revised and this process will be delineated and briefed to Tech Prep directors. Revised agreements will follow the State CTE Articulation Agreement Template developed and approved in 2004. The template improves on current articulation agreements in that it requires school divisions and colleges and universities to provide a written plan for annual review of articulation agreements and also requires a plan for informing parents, students, teachers, and counselors of agreements and sharing data for the purpose of reviewing and revising agreements as needed.

(b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;

Currently, Tech Prep programs of study are developed by local school divisions and community colleges using criteria established by VCCS and VDOE that are contained in annual Tech Prep program guidelines approved by VDOE and provided by the VCCS to local consortia and colleges. In the next year, the VCCS will lead a statewide task force to revise and revitalize the role of Tech Prep in Virginia's emerging career pathways system. In that context, consideration will be given to incorporating a common set of core academic courses, such as the Commonwealth Scholars program, into all Tech Prep programs of study. Additionally, programs that have common postsecondary CTE curriculum as well as secondary curriculum will be reviewed for curriculum alignment and statewide programs of study established.

(c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;

Tech Prep directors are required to submit programs of study to the VCCS upon request and periodically have those programs reviewed for adherence to federal and state criteria. Additionally, programs of study are reviewed every year by VCCS to ensure that they meet secondary and postsecondary components of a Tech Prep program of study.

(d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.

One hundred percent (100%) of local Tech Prep programs provide for professional development of faculty and/or counselors including certification training, academic and vocation integration, integration of workforce readiness skills, technical skills development for the purpose of standing up new courses such as GIS/GPS and computer gaming, career pathways development, and counseling to career clusters and pathways including use of career assessments.

The State Tech Prep Office provides an annual Career Pathways Conference and Career Coaches Academy, to which secondary guidance counselors are invited. These events serve to provide the foundation upon which local training is built.

(e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;

Local Tech Prep programs offer annual professional development to counselors to apprise them of new career pathways, articulation agreements, dual-enrollment options, and university connections. Additionally, many local Tech Prep programs provide three-day to one-week "immersion" experiences for high school counselors in key businesses and industries partnering in the development of career pathways.

At the state level, the annual Career Coaches Academy and quarterly Career Coaches orientations provide professional development in career pathways, career assessments, workforce readiness skills, coaching, career consulting practices, and program administration and marketing.

- (f) Provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];**

The most significant state and local initiative designed to serve the needs of special populations is the statewide career coaches' initiative. In its prioritization of one-on-one coaching sessions and custom-designed, individual "prescriptions" for postsecondary education access and success, the model for career coaching is ideally suited to meet the needs of special populations particularly as career coaches receive professional development in issues related to gender and ethnic minority students during their annual Academy and in follow-up events such as Girls Get IT career and college exploratory camps.

- (g) Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and**

Virginia Community College System has requested clarification from the U.S. Department of Education on this Section.

- (h) Coordinates with activities under Title I. [Sec. 203(c)(8)]**

The VCCS is moving into a vision whereby all federal and state-funded initiatives relevant to career pathways and workforce development will work together to produce a common, multi-year, community-based plan for development, support and expansion of career pathways. As a first step, college-based Tech Prep and Perkins points of contact are required to work together in the development of a college-based comprehensive plan for career pathways and are both required to review and approve Tech Prep and Perkins plans.

- 5. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

In the next year, as part of its revision of Tech Prep, the VCCS will move from requiring adherence to minimum program standards for colleges and consortia receiving a Tech Prep grant to individually working with colleges to use baseline data collected over the past three years to develop consortia specific annual goals that colleges will need to meet over a three-year period to retain Tech Prep funding.

B. Other Department Requirements

- 1. You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.**

These applications will be included when the transition plan is submitted to the USED.

- 2. You must provide a list of the consortia that the State expects to fund and the estimated or projected level of funding for each consortium.**

Blue Ridge Community College	\$ 95,902.00
Central Virginia Community College	\$ 95,902.00
Dabney S. Lancaster Community College	\$ 95,902.00
Eastern Shore Community College	\$ 95,902.00
Germanna Community College	\$ 95,902.00
J. Sargeant Reynolds Community College	\$ 95,902.00
John Tyler Community College	\$ 95,902.00
Lord Fairfax Community College	\$ 95,902.00
Mountain Empire Community College	\$ 95,902.00
New River Community College	\$ 95,902.00
Northern Virginia Community College	\$191,804.00
Patrick Henry Community College	\$ 95,902.00
Paul D. Camp Community College	\$ 95,902.00
Piedmont Community College	\$ 95,902.00
Rappahannock Community College	\$ 95,902.00
Southside Community College	\$ 95,902.00
Southwest Community College	\$ 95,902.00
Thomas Nelson Community College	\$ 95,902.00
Tidewater Community College	\$143,853.00
Virginia Highlands Community College	\$ 95,902.00
Virginia Western Community College	\$ 95,902.00
Wytheville Community College	\$ 95,902.00

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

- 1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

In keeping with past practice, for the transition year of 2007-2008, the Department of Education allocated 85 percent of the basic grant funds to local school divisions and community colleges, 10 percent for state leadership, and 5 percent for state administration. The 85 percent was allocated based on an 85/15 percent split: 85 percent to secondary programs in local education agencies and 15 percent to postsecondary programs at community colleges. It is recommended that the 85/15 percent split remain.

The Superintendent of Public Instruction sent a letter to the Chancellor of the Community College System asking that rationale for any suggested changes in the current 85/15 percent LEA fund split between secondary career and technical education and postsecondary career and technical education for subsequent years be provided to him in writing.

In a letter dated April 26, 2007 and addressed to the Superintendent of Public Instruction, the Chancellor of Virginia provided the explanation, with the relevant details, for the existing 85/15 percent split. Upon receipt and review of this information, the Chancellor then provided the following rationale for adjusting the current Perkins funding split between secondary and postsecondary institutions from its current level of 85/15 respectively. His letter, dated June 18, 2007, stated the following.

“...Thank you for the opportunity to present information to the State Board of Career and Technical Education regarding the split of local Perkins funds between the Virginia Department of Education and the Virginia Community College System. As I said to you privately, I believe a more equitable split would lead to improved performance in both of our systems. I also believe we should take advantage of the opportunity for closer collaboration that Perkins IV affords.

We have reviewed a number of factors that suggest that the State Board should allocate additional funds to the community colleges. Those that we find most compelling are the following:

- Perkins IV emphasizes education and training at the postsecondary level as a means to develop and strengthen our workforce and economy. Perkins IV also requires school divisions and colleges to have secondary to postsecondary career pathways in place. Much more than Perkins III, Perkins IV recognizes that

today's economy demands higher levels of educational attainment to remain competitive.

- About 39 percent of the career and technical education student enrollments are in the community colleges (133,347 in community colleges and 206,454 in grades 9-12). We expect this number to grow, especially in light of the Governor's goal to seek strategies to increase postsecondary education participation of 18 to 24 year olds from 34 percent to 39 percent by 2010.
- Additional funding for the community colleges will help improve performance in high schools. Colleges currently spend approximately 13 percent of their Perkins state grant funds on programs and services in high schools. Funds support career coaches, professional development for teachers, and articulation activities. Community colleges would use additional Perkins funds to help support these programs, especially career coaches. Career coaches produce demonstrable success among high school students – community college enrollments by recent high school graduates increased 6.5 percent more than for high schools without career coaches. We believe that additional support for career coaches, as well as other high school programs and services, will help increase graduation rates as well as postsecondary participation rates.”

These letters are in Appendix F.

Increasingly, other states have recognized that community colleges should be an equal partner in career and technical education policy, planning, and funding. In 13 states, community colleges receive half or more than half of the Perkins state grant. When we last addressed this issue in Virginia (1999), our state was one of nine in which the community colleges received the minimum allowable percentage (15 percent). Today, Virginia is one of only six.

Virginia has used the existing 85 percent/15 percent split for 15 years. It is time for Virginia to align its Perkins funding stream not only with actual enrollment levels but also with state and national interests to increase postsecondary education participation as a means to improve its workforce. At the same time, we believe Virginia's community colleges can use the additional funds to contribute to the success of high school students and strengthen the partnership between our systems.

I respectfully ask the State Board of Career and Technical Education to establish in the Perkins five-year plan a gradual increase in the funding split for community colleges, such that, by year five, it equals the national average. With your support, we can enhance high school performance and help meet the Governor's goals for postsecondary education participation and workforce development.

Thanks again for the opportunity to comment. Please contact me if you would like me to elaborate on this matter....”

At the end of five years, the split recommended in the Chancellor's letter would be 60/40 percent for secondary and postsecondary respectively.

The State Superintendent of Schools responded to the Chancellor with additional information in response to the letter dated June 18. The VDOE letter was dated July 25, 2007.

“...In addition, the following information may be useful:

- Career and technical education at the secondary level encompasses grades 6-12 (the 2006-2007 enrollment was 244,430), and we expect the enrollment to continue to grow with the emphasis from the new technical and advanced technical diplomas and the Governor’s Career Academies.
- The Virginia Department of Education’s statewide mandated career and technical education curriculum that has been correlated to the Standards of Learning provides an invaluable foundation for postsecondary career pathways to develop and strengthen our workforce and economy. This same curriculum assures ease in aligning with the varied curricula in the Virginia community colleges for dual enrollment classes.
- The Virginia Department of Education will continue to encourage local school divisions to utilize their secondary Perkins funds to support the Tech Prep Consortia and encourage community college personnel to participate in our summer career and technical education conferences.
- The Department will continue to encourage secondary schools to utilize the Career Assessment Planning system powered by Kuder® to begin their preparation for workplace and postsecondary readiness. The continued increase in the early utilization of this system (middle schools) not only provides them with an understanding of what is needed but also allows them to begin developing an electronic portfolio for use as they progress through the educational system. For the last several years, secondary CTE funds have supported the planning system, but it has been available to students in grades 6-12 as well as in Virginia’s community colleges....”

The Virginia Department of Education submits the following information for justification of the 85/15 split remaining as it currently is and also provides suggestions for collaborative efforts that can be undertaken utilizing State Leadership funds instead of decreasing funds to local educational agencies at the secondary level.

- Perkins IV emphasizes education and training at the postsecondary level as a means to develop and strengthen our workforce and economy. Perkins IV also recognizes that today's economy demands higher levels of educational attainment to remain competitive. The required Perkins IV career pathways must include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education. The Virginia Department of Education's statewide mandated career and technical education curriculum which has been correlated to the Standards of Learning will provide a strong and invaluable foundation. It is suggested that a collaborative effort, utilizing the Career and Technical Education Curriculum Resource Center, be undertaken to provide identified essential competencies for foundation and/or possible dual enrollment courses in the community colleges. Like the current secondary CTE curriculum, this would allow regional-specific competencies to be added beyond the essential competencies; would provide ease of transfer for secondary graduates to community colleges outside of their region; and would provide the opportunity for alignment between secondary and postsecondary.
- The Virginia Department of Education acknowledges that the community colleges currently spend a percentage of their Perkins funds on secondary efforts, mainly career coaches, articulation efforts, and professional development for faculty. Likewise, secondary school divisions utilize their Perkins funds to support Tech Prep consortia through membership fees. The VDOE will continue to encourage local school divisions to utilize their secondary Perkins funds to support the Tech Prep Consortia as well as to support career coaches in their schools in some cases. At the present time, there is much professional development that is provided at both secondary and postsecondary level and it is available to both sets of faculty. VDOE and VCCS staff will coordinate these efforts and ensure that the information is communicated to both secondary and postsecondary faculty.
- In addition to professional development for secondary guidance counselors who work with 6-12 students everyday, it is suggested that the support of the career coach initiative could be a recommended use secondary Perkins funds.
- The VDOE will continue to encourage secondary schools to utilize a career assessment. Currently the Career Assessment Planning System powered by Kuder[®] has been provided through state/federal funding (most of the federal was other than Perkins), to begin their preparation for workplace and postsecondary readiness. The continued increase in the early utilization of this system (middle schools), not only provides them with an understanding of what is needed but also allows them to begin developing an electronic portfolio for use as they progress through the educational system.

In addition to the actual enrollment in both secondary and postsecondary, Virginia takes into consideration such information as provided in the *State Report Card on Higher Education: Spreadsheet on Participation Data for 2006*. The report card indicates that

87 percent of Virginia's 18 to 24 year-olds held a high school credential (diploma or GED – GED was 4 percent) in 2006. However, the percent of 18- to 24-year-olds enrolled in college in Virginia in 2006 was only 34 percent. This same report also pointed out that the amount needed to pay for community college expenses minus financial aid for the 2005 – 2006 college year averaged 21 percent of family income. For the 40 percent of the population with the lowest income, 31 percent of family income is needed to finance a community college education. This emphasizes the importance of a relevant, business/industry-driven career and technical education training and industry credentialing at the secondary level. This will help to prevent students from dropping out of high school and also prepare them with skills to work while attending community college and providing for families.

Other states with comparable student enrollments and increased levels of splits do not have the achievement record on their Perkins performance standards that Virginia has. The first statewide articulation agreement (*Business Information Technology-Web Technologies*) between VCCS and VDOE was an excellent step towards continued collaboration to contribute to the success of high school students. Such continued development of statewide articulation agreements and collaborative curriculum efforts utilizing the Virginia Career and Technical Education Curriculum Resource Center to develop statewide mandated curriculum for the community colleges will also help in encouraging students to move forward in postsecondary education by allowing more dual enrollment or articulated/validated credits.

The VDOE and VCCS should work collaboratively to utilize existing Leadership funds at the state level to provide professional development for both secondary and postsecondary faculty and eliminate duplication of effort; plan, develop, and implement career pathways collaboratively; and begin a collaborative alignment through the Virginia Career and Technical Education Resource Center to ensure the curriculum at the secondary and community college level are aligned and preparing secondary students for postsecondary. This collaboration would have a much larger impact on preparing students for postsecondary education than to change the funding split.

- 2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]**

See information provided to secondary school divisions in Superintendent's Memo INF #153, August 3, 2007 – Carl D. Perkins Career and Technical Education Act of 2006 Federal Funds for July 1, 2007, Through June 30, 2008 at <http://www.doe.virginia.gov/VDOE/suptsmemos/2007/inf153.html>.

Thirty percent shall be allocated to such local educational agencies in proportion to the number of individuals in preK-12 (as reported to NCES), who reside in the school division served by such local education agency for the preceding fiscal year compared

to the total number of such individuals who reside in the school divisions served by all local educational agencies in the state for such preceding fiscal year.

Seventy percent shall be allocated to such local education agencies in proportion to the Census Bureau's estimate of the relative number of children in poverty aged 5 through 17, inclusive, who reside in the school district served by such local educational agency compared to the total number of such individuals who reside in the school divisions served by all local education agencies in the state for the most recent Census Bureau estimate.

Funds are distributed to the local educational agencies through reimbursement requests in the electronic OMEGA system for secondary and through paper reports for postsecondary LEAs.

- 3. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

There are no secondary or postsecondary consortia in Virginia at this time.

- 4. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

Does not apply to Virginia.

- 5. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.**

Does not apply to Virginia.

B. Other Department Requirements

- 1. You must submit a detailed project budget, using the forms provided in Part B of this guide.**

See Part B forms.

- 2. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**

There are no consortia in Virginia at this time.

- 3. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.**

Virginia utilizes the formulas stated in the Perkins IV act.

- 4. You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.**

Virginia does not maintain a reserve fund from the Perkins grant.

- 5. You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.**

See answer to Question #4 above.

- 6. You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.**

Letters are mailed to superintendents of public school divisions that are eligible for amounts less than \$15,000. Superintendents are asked to describe the reasons why they are unable to enter into a consortia arrangement for the provision of services if their division is located in a rural or sparsely populated area.

This information is reviewed by VDOE staff to ensure that appropriate requirements are met. If the division is approved for funding, a letter indicating the same is mailed to the superintendent and the assistant superintendent of finance, and the VDOE Finance Office is notified.

I. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

1. You must provide a written and signed certification that—

- (a) The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]** *[Note: The term ‘eligible agency’ means a State board designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).]*

CODE OF VIRGINIA, ARTICLE 4. State Board of Career and Technical Education. §22.1-227. Board designated to carry out provisions of federal act.

The Board of Education is designated as the State Board of Career and Technical Education to carry out the provisions of the federal Vocational Education Act of 1963, as amended, and as such shall promote and administer the provision of agriculture, business, marketing, home economics, health, technology education, trade and industrial education in the public middle and high schools, regional schools established pursuant to §22.1-26, postsecondary institutions, and other eligible institutions for youth and adults.

For the purposes of this section, “promote,” shall not be construed to mandate the implementation of any additional career and technical education programs that are not currently offered. (Code 1950, §22-319; 1980, c.559; 1992, cc. 673, 897; 2001, c 483.) Source: *Virginia School Law Deskbook*, 2006 Edition, page 119.

- (b) The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]**

See A1(a) above. This section of the *Code of Virginia* designates the Board’s authority to carry out the provisions of this Act.

- (c) The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]**

Please see the answers to A1(a-b) above.

- (d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]**

The State Board of Career and Technical Education certifies that all provisions of the Transitional Plan are consistent with state law.

- (e) **A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]** *[Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual's title needs to be listed on this portion of the assurance.]*

The funds are transmitted to the Virginia Department of Education, with the Office of Career and Technical Education Services having the responsibility to maintain records of receipt, balances, and disbursements and reimbursements. The State Director is Elizabeth M. Russell at Elizabeth.Russell@doe.virginia.gov or telephone at (804) 225-2847.

- (f) **The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]**

§22.1-23. Duties in General. The Superintendent of Public Instruction shall:

1. serve as secretary of the Board of Education;
- ...
5. perform such other duties as the Board of Education may prescribe. (Virginia School Laws, Section 22.1-23, Code 1950, §§ 22-25, 22-26, 22-28; 1980, c. 559; 2001, cc. 689, 700)

- (g) **The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]**

Upon approval of this plan by the State Board of Career and Technical Education, this plan becomes the policy of the State Board and has the force and effect of the law.

- (h) **The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]**

The State Board certifies that the approved plan will be the basis for the state operation and administration of the program.

B. Other Assurances

1. **You must submit a copy of the State plan into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]**

Virginia does not have an Intergovernmental Review Process.

2. **You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements. [See <http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html>]**

See Appendix B.

2. **You must provide a complete and signed Assurance for Non-Construction Programs Form. [See http://wdcrobiis08/doc_img/sf424b.doc]**

See Appendix B.

4. **You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]**

The requirements of the *Carl D. Perkins Career and Technical Education Act of 2006* including the provisions of the financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs will be met.

5. **You must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]**

No funds will be expended under the *Carl D. Perkins Career and Technical Education Act of 2006* and the Virginia Procurement Act to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or the employees of the acquiring entity, or any affiliate of such an organization.

6. **You must provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]**

Virginia will waive the minimum allocation as required in section 131 (c)(1) in any case in which the local education agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. The eligible recipient must submit a letter of request for such waiver.

- 7. You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]**

The Virginia State Board of Career and Technical Education assures that the state will provide, from non-federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year.

- 8. You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]**

The Virginia State Board of Career and Technical Education assures that the state and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.

- 9. You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]**

The Virginia Board of Career and Technical Education assures that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.

- 10. You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]**

The Virginia Board of Career and Technical Education assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.

Legal Name of Applicant Agency (State Educational Agency):

Virginia Department of Education

Address: P. O. Box 2120, Richmond, VA 23218-2120

Contact Person for Application:

Name: Elizabeth M. Russell

Position: Director of Career and Technical Education Services

Telephone: (804) 225-2847 Fax: (804) 371-2456

E-mail: Elizabeth.Russell@doe.virginia.gov

Printed Name and Title of Authorized State/SEA Representative:

Dr. Mark E. Emblidge, President

Virginia Board of Career and Technical Education

Signature of Authorized State/SEA Representative:

March 28, 2008

Date

PART B: BUDGET FORMS

INSTRUCTIONS

On the attached budget tables, you must identify:

I. Title I: Career and Technical Education Assistance to States

- | | |
|---------------------|---|
| Line I.A | The amount of Title I funds available under section 112(a). |
| Line I.B | The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a) and (b). |
| Line I.C | The total amount of combined Title I and Title II funds. |
| Line I.D | The amount, if any, to be reserved under section 112(c). |
| Line I.D.1 | The percent and amount reserved for secondary recipients. |
| Line I.D.2 | The percent and amount reserved for postsecondary recipients. |
| Line I.E.1 | The amount to be made available for eligible recipients for under section 112(a)(1). |
| Line I.E.1.a | The percent and amount slated for secondary recipients. |
| Line I.E.1.b | The percent and amount slated for postsecondary recipients. |
| Line I.E.2 | The amount to be made available for State leadership under section 112(a)(2). |
| Line I.E.2.a | The amount to be made available for services to prepare individuals for non-traditional fields under section 112(a)(2)(B). |
| Line I.E.2.b | The amount to be made available to serve individuals in State institutions, as described in section 112(a)(2)(A). |
| Line I.E.3 | The percent and amount to be expended for State administration under section 112(a)(3). |
| Line I.F | The amount to be expended for matching of Federal expenditures for State administration under sections 112(b) and 323. |

II. Title II: Tech Prep Programs

- Line II.A** **The amount of funds available under section 201(a).**
- Line II.B** **The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a).**
- Line II.C** **The total amount of funds to be used for Title II tech prep programs.**
- Line II.D** **The amount of funds to be made available for tech-prep consortia under section 203.**
- Line II.D.a** **The percent of funds to be made available for tech-prep consortia under section 203.**
- Line II.D.b** **The number of tech-prep consortia to be funded.**
- Line II.E** **The amount to be expended for State administration under Title II.**
- Line II.E.a** **The percent of funds to be expended for State administration under Title II.**

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
 (For Federal Funds to Become Available Beginning on July 1, 2008)
 Based on 2007 figures.

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	<u>\$25,961,709.00</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u>0.00</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	<u>\$25,961,709.00</u>
D. Reserve (<i>not more than 10% of Line C, as applicable</i>)	\$ <u>0.00</u>
1. Secondary Programs (<u>0</u> % of Title I grant)	\$ _____
2. Postsecondary Programs (<u>0</u> % of Title I grant)	\$ _____
E. Amount Available for Title I Distribution (<i>Line C less Line D</i>)	<u>\$25,961,709.00</u>
1. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line E x 85%</i>)	<u>\$22,067,452.65</u>
a. Secondary Programs (<u>85</u> % of Title I grant)	<u>\$18,757,334.75</u>
b. Postsecondary Programs (<u>15</u> % of Title I grant)	<u>\$ 3,310,117.90</u>
c. Subtotal	<u>\$22,067,452.65</u>
2. Leadership (<i>not more than 10%</i>) (<i>Line E x 10 %</i>)	<u>\$ 2,596,170.90</u>
a. Nontraditional Training and Employment (<u>\$100,000.00</u>)	
b. Corrections or Institutions (<u>\$220,000.00</u>)	
3. State Administration (<i>not more than 5%</i>) (<i>Line E x 5 %</i>)	<u>\$ 1,298,085.45</u>
F. State Match (<i>from non-federal funds</i>) ¹	<u>\$ 1,335,569.50</u>

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2008)
Based on 2007 figures.

II. TITLE II: TECH PREP PROGRAMS

- A. Total Title II Allocation to the State \$ 2,419,604.00
- B. Amount of Title II Tech Prep Funds to Be Consolidated
with Title I Funds \$ 0.00
- C. Amount of Title II Funds to Be Made Available
For Tech-Prep (*Line A less Line B*) \$ 2,419,604.00
- D. Tech-Prep Funds Earmarked for Consortia \$ 2,347,016.00
- a. Percent for Consortia
(*Line D divided by Line C*) [97 %]
- b. Number of Consortia 23
- c. Method of Distribution (*check one*):
- X Formula
(For transitional year; in future years,
minimum performance measures will
have to be met by local consortia to
receive annual grant award.)
- Competitive
- E. Tech-Prep Administration \$ 72,588.00
- a. Percent for Administration
(*Line E divided by Line C*) [3 %]

PART C: ACCOUNTABILITY FORMS

Indicators		Transition Plan	Six-Year Plan
Secondary Level – 8 Indicators			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X
3S1	Secondary School Completion	Not required	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	Not required	X
6S2	Nontraditional Completion	Not required	X
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Diploma	Not required	X
3P1	Student Retention or Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	Not required	X
5P2	Nontraditional Completion	Not required	X

I. Definition of Career and Technical Education Student Populations –

A. Secondary Level

Participants –

A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

Concentrators –

A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

B. Postsecondary/Adult Level

NOTE: The Virginia Community College System (VCCS) is in the process of collecting and analyzing data for the development of the measures. However, OVAE has not released the non-regulatory guidance for the performance measures as of December 21, 2007. Also, VCCS submitted a request for technical assistance offered by OVAE to assist with the development of these measures and has been funded to receive this technical assistance. Therefore, the measurement approaches proposed are subject to modification pending the non-regulatory guidance and the potential technical assistance provided through OVAE. In addition, baseline data are listed as “to be determined” (TBD) pending completion of this process.

Participants –

A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

Concentrators –

A postsecondary/adult student who: (1) completes at least 12 CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL (Only 1S1, 1S2, and 4S1 are required to have percentages at this time.)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 2007-2008	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: 65%	L: 65% A: AGREED	L: 69% A: AGREED
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.</p>	State and Local Administrative Records	B: 63%	L: 63% A: AGREED	L: 67% A: AGREED

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 2007-2008	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>	Measurement approach will be decided on when assessment tool and method are finalized. This will be negotiated with the USED in conjunction with the baseline data for all performance standards.	B: TBD	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
3S1 Secondary School Completion¹ 113(b)(2)(A)(iii)(I-III)	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	Program completers are those students who complete a career and technical education program and meet state recognized diploma or equivalent during the reporting year.	B: 75%	<p>L:</p> <p>A:</p>	<p>L: 75%</p> <p>A:</p>

¹The Virginia Department of Education began moving to a new collection program for CTE completer information in 2006 - 2007 while at the same time running the data collection program that had previously been used. In review of the data from both collection programs, there is a significant difference in numbers and until the reason for the discrepancy is determined we feel that it will help to start at a lower benchmark than where we ended the Perkins III on any performance standard that relies on completer information. Performance Standards 1S1, 1S2, and 4S1 were already lowered based on NCLB documentation.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 2007-2008	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
4S1 Student Graduation Rates 113(b)(2)(A)(iv)^{1,2}	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	State and Local Administrative Records ²	B: 61%	L: 61% ² A: AGREED	L: 61% ² A: AGREED
5S1 Secondary Placement 113(b)(2)(A)(v)^{1,3}	<p>Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second and third quarters following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).³</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	State developed surveys administered by state and local agencies.	B: 75%	L: A:	L: 75% A:

² **Request:** Virginia will recalculate the graduation rate and annual measurable objective (AMO) using the formula and methodology approved by USED in 2003 in the Consolidated State Application Accountability Workbook. Current graduation data will be used to recalculate the AMO. This interim AMO will be used for the graduation rate through 2008 Adequate Yearly Progress (AYP) calculations when the statewide individual student record system is able to provide a more accurate accounting of the graduation rate in Virginia. The interim AMO is 61 percent. As required by USED, this represents the percent of on-time graduates who receive a Standard or Advanced Studies Diploma.

Rationale: Longitudinal graduation rate data will not be available to set a revised graduation rate target until 2008. At that time, the graduation rate targets for 2008-2009 and beyond will be recalculated and used in determining AYP ratings beginning in 2009-2010. (AYP ratings are based on the prior year's graduation rate.) The NCLB graduation rate formula also will be revisited in 2008-2009 for alignment with the Board's adoption of the NGA graduation rate formula.

³Though Virginia is willing to begin follow-up in the second quarter, we also would like to add the third quarter. To follow-up totally in the second quarter is detrimental to our continued success on tracking student placement. Students who are attending colleges/universities or are in the military are not as accessible for follow-up because of being away from home. When they return home, teachers/administrators in school divisions are on holiday. In addition, Virginia has utilized the third quarter method for the past five years. Utilizing the same questionnaires and procedures has produced a longitudinal database that allows us to investigate trends over time. This information will be very useful for evaluating and improving programs. The trends can be tracked by state, school division, service area and program. We can also track credentials and skills by service area. Again, we feel it would be very detrimental to move away from third quarter follow-up when we are at this juncture. If we are allowed to combine it with second quarter follow-up, it will also provide us with a more accurate reflection of the difference in follow-up rate between the two quarters.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 2007-2008	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and local administrative data.	B: 13.63%	<p>L:</p> <p>A:</p>	<p>L: 13.63%</p> <p>A:</p>
6S2 Nontraditional Completion¹ 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and local administrative data.	B: 9.00%	<p>L:</p> <p>A:</p>	<p>L: 9.00%</p> <p>A:</p>

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL (Information for postsecondary is not requested at this time.)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Note: Technical skills assessments are defined based on the draft non-regulatory guidance from OVAE for the gold, silver, and bronze levels. Gold assessments are state certification or national industry recognized licensures. Silver assessment include: (1) state developed or (2) locally developed and state approved exams. Bronze includes end of program GPA's. Under OVAE draft guidance, the bronze level will phase out by 2009. VCCS is in the process of identifying the number of programs that fall into these three categories and the availability of the data by college.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>	<p>Student level data collected through the state administered student information system supplemented with state developed surveys administered by local colleges</p>	<p>B: TBD</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

<p>2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	<p>Student level data collected through the state administered student information system</p>	<p>B: TBD</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p>Student level data collected through the state administered student information system matched with State Council for Higher Education of Virginia (SCHEV) and National Student Clearinghouse data.</p>	<p>B: TBD</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p>4P1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	<p>Student level data collected through the state administered student information system matched with Virginia Employment Commission wage data, which may include FEDES (Federal Employment Data Exchange System) data</p>	<p>B: TBD</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	Student level data collected through the state administered student information system	B: TBD	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	Student level data collected through the state administered student information system	B: TBD	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

APPENDIX A

CAREER AND TECHNICAL EDUCATION 5-YEAR STATE PLAN PUBLIC HEARINGS

Unless indicated differently, all meetings are from 7 p.m. until no later than 9 p.m.
Total of Four (4) Public Hearings

Date	SBOE Member	VDOE Admin. Rep	CTE Staff Rep	Russell/ Rowe/ Willcox	Location	Local Contact	Reporter Contracted (Name)
01/29/08	Dr. Ella P. Ward	Dr. Linda Wallinger	Judy Sams	Anne Rowe	Chesapeake City (Confirmed) Jolliff Middle School 1021 Jolliff Road Chesapeake, VA 23321	Set up contact: <ul style="list-style-type: none"> • Dr. Vaughn Clerk of the Board 757-547-0153, central office # Sandy Richter, assistant 757-547-0218. • Dr. Lee V. Fowler, Principal Sandy, Ass't. 757-465-5246 • Jerry Gaines, Director of Building Use, 757-547-1340 	A court reporting firm in D.C. will be supplying reporters for all of the public hearings. The procurement process has been initiated.
02/05/08	Eleanor B. Saslaw	Lan Neugent	Jason Clark	George Willcox	Fairfax Co. (Confirmed) Falls Church HS 7521 Jaguar Trail Falls Church, VA 22042	Diane Pruner, Director Career and Technical Ed. Fairfax County Public Schools 703-208-7823	Court Reporter
02/12/08	Dr. Thomas Brewster	Doug Cox	Scott Kemp	Elizabeth Russell	Smyth Co. (Confirmed) Smyth Career & Tech. Ctr. 147 Fox Valley Road Marion, VA 24354	Edward Lee Worley, Director and Principal 276-646-8117 edworley@scsb.org	Court Reporter
02/21/08* Following board meeting	State Board of Education	Lan Neugent and other available administrative staff	Available CTE Staff	Russell Rowe Willcox	James Monroe Building (Confirmed) 101 North 14 th Street Richmond, VA 22 nd Floor Board Room	Margaret Roberts Anne Rowe	Court Reporter

APPENDIX B

CERTIFICATION FORMS

(Hard copy with signatures will be submitted with the approved plan to U.S. Department of Education)

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the US Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections §82.105 and §82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "*Disclosure Form to Report Lobbying*," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections §85.105 and §85.110--

- A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2) (b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, the individual shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections §85.605 and §85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee engaged in the performance of the grant is given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, US Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA, Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Take appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Require such an employee to participate satisfactorily in a drug abuse assistance or rehabilitation programs approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work completed in connection with the specific grant:

Place of Performance (Street address. City, County, State, Zip code)

Virginia Department of Education

101 N. 14th Street

James Monroe Building

Richmond, VA 23219

Check [] if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections §85.605 and §85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, US Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA, Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT

Virginia Department of Education, on behalf of the Virginia Board of Career and Technical Education

PR/AWARD NUMBER AND / OR PROJECT NAME

Carl D. Perkins Career and Technical Education Act of 2006 Transitional State Plan

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Dr. Mark. E. Emblidge, President, Virginia Board of Career and Technical Education

SIGNATURE

DATE

March 29, 2007

ED 80-0013

ASSURANCES – NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply as applicable, with the provisions of the Davis Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-

523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968(16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C.§§469a-1 et seq.).
14. Will comply P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133,"Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:	TITLE: President
APPLICANT ORGANIZATION: Virginia Board of Career and Technical Education Virginia Department of Education	DATE SUBMITTED: March 29, 2007

Previous Edition Update Authorized for Local Reproduction
Standard Form 424B (Rev. 7-97) Prescribed by OMB Circular A-102

APPENDIX C

CAREER AND TECHNICAL EDUCATION LOCAL PLAN TEMPLATES

**(Local Education Agencies,
Secondary Regional Technical
Centers, and Virginia Community
College System – State Level)**

Local Plan
for
Career and Technical Education
2008-2013
and
Budget 2008-2009

Virginia Department of Education

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INTRODUCTION

The new *Carl D. Perkins Career and Technical Education Act of 2006* (referenced from this point on as the “Perkins Act”) requires that each eligible recipient prepare a **Local Plan for Career and Technical Education** that includes specific information in the following three areas:

1. program and services descriptions,
2. required uses of funds, and
3. permissible uses of funds.

The format of the attached document (file) has been developed to help standardize and simplify these requirements. The legalistic nature of the actual legislative act requires considerable redundancy, which we have tried to limit or eliminate in order to save you time. However, the application does provide space where you should enter comments, additional categories, or narrative needed to describe or explain further your particular programs. Please provide a narrative for each schedule where requested. In general, each of the Act’s requirements is dealt with on a separate page. Please follow the specific instructions listed for each schedule.

Plan Due Date

The application for career and technical education federal funds for the years 2008-2013 and budget for 2008-2009 is due on May 23, 2008. Schedule IC and 1C1 are due on April 25, 2008.

Federal Grants

Under the provisions of the Perkins Act, all federal grants, as provided from the Basic Grant of the Perkins Act, must be distributed by formula. Application for this grant is made through the CTEMS document and meets all necessary conditions and assurances related to the use of these funds.

Basis for Determining 2008-2013 Perkins Grants to Local Education Agency (LEA)

Grants made to local education agencies are determined by the following formula:

30 percent shall be allocated to such local educational agencies in proportion to the number of individuals in grades 9 through 12 (ages 15-19), inclusive, who reside in the school division served by such local education agency for the preceding fiscal year compared to the total number of such individuals who reside in the school divisions served by all local educational agencies in the state for such preceding fiscal year.

70 percent shall be allocated to such local educational agencies in proportion to the Census Bureau’s estimate of the relative number of children in poverty aged 5 through 17, inclusive, who reside in the school district served by such local educational agency compared to the total number of such individuals who reside in the school divisions served by all local educational agencies in the state for the most recent Census Bureau estimate.

Appropriate Use of Federal Funds

Section 135. Local Uses of Funds

- (a) General Authority – Each eligible recipient receiving funds under this part shall use such funds to improve career and technical education programs.

Program Improvement

As in prior Perkins Acts, Perkins IV does not identify “program improvement” nor was the past definition, in Perkins I, repealed; thus we must refer to previous legislation for a definition and guidance. In the August 14, 1992, Federal Register Part III 34 CFR Part 400, et al.: State Vocational and Applied Technology Education Programs and National Discretionary Programs of Vocational Education: Final Rule; Appendix A-Analysis of Comments and Changes, Part 403-State Vocational and Applied Technology Education Program, pages 36826-36827, you will find the Section titled “Improving Vocational Education” followed by “Comments and Discussion.”

The following statement appears under the discussion caption: “The Secretary believes that a State and its eligible recipients should have the flexibility to determine how funds awarded under 403.112, 403.113, or 403.116 will be used to ‘improve’ career and technical education programs for their students. The Secretary does not believe that it is possible to develop a definition of ‘program improvement’ that would apply in all cases. Thus, while a State is free to use the guidelines provided in the previous regulations implementing the previous act, they are not required to do so.”

Note. As a state agency, Virginia has decided to allow funding for projects, services, or activities beyond three years as long as all Perkins performance standards are showing continuous improvement, meet or exceed the adjusted state-level performance standards. If any of the Perkins performance standards do not show continuous improvement, meet or exceed the adjusted state-level performance standards, then local school divisions may not utilize Perkins funds for more than three years on any project, service, or activity unless prior approval is received or the project, service, or activity is required by the Virginia Department of Education, Office of Career and Technical Education.

The three years begins with 2006 – 2007, the initial year of the Perkins IV Act or the year of the project, service or activity’s inception, whichever is the later date.

Required and Permissive Use of Funds

A locality must fund:

- provide professional development programs (see page 47)
- provide activities to prepare special populations (see page 47) and
- one or more additional required use of funds before permissive items can be funded.

A minimum of 60 percent of Perkins Funds must be spent in required areas.

Funds for Administration of the Federal Grant Award

Up to five percent of the total federal grant award may be used to administer activities to carry out purposes of the Perkins Act. In addition, monies may be expended to purchase equipment used for administrative purposes, such as microcomputers.

The local application for career and technical education funds must be submitted in the format identified in this document. The schedules provided are designed to set forth the proposed career

and technical education programs, services, and activities to be funded. To be eligible for career and technical funding, local school divisions must complete the appropriate schedules and include certifications of compliance with all statements of assurance and all conditions.

Descriptions are required to meet certain provisions of the Perkins Act. Complete schedules 1 – 2B on pages 7 – 50 to meet these provisions.

Detailed instructions for completing the document are provided. For assistance in completing this document, please refer to the list on pages 54-55 and contact the appropriate cluster coordinator listed for your division.

The completed application must be submitted to the address below no later than **May 23, 2008**. If you are unable to meet this deadline, a written or e-mailed request for an extension must be sent to the director, office of career and technical education, along with a projected date for submission of the plan at the address below:

Elizabeth M. Russell, Director
Office of Career and Technical Education Services
Virginia Department of Education
P. O. Box 2120
Richmond, VA 23218-2120
E-Mail: Elizabeth.Russell@doe.virginia.gov

No Perkins funds may be expended until your local plan and budget are approved.

SPECIAL NOTES

1. **Regional Career and Technical Centers**

Regional career and technical centers will not have to complete an application for federal career and technical funds. Funds will be distributed to local divisions in accordance with federal laws and regulations.

2. **Rounding Amounts**

Amounts may be rounded in this application; however, rounding may not be used in reporting actual expenditures.

3. **Accountability Report**

An accountability report will be required at the end of the fiscal period to report actual statistical and financial data for items included on CTEMS Schedules 2A and 2B and to report items of equipment purchased in whole or in part with federal funds.

4. **Prior-year data**

Prior-year data will serve as the basis for state or federal funding in the following categories:

SOQ Add-on	Adult Occupation Supplements
Federal Grants	Adult Occupation Teachers, Full-time
Extended Contracts	Adult Occupation Teachers, Part-time
Career and Technical Center Administrators (Principals and Assistant Principals)	

DIRECTIONS FOR COMPLETING THE LOCAL YEAR PLAN FOR CAREER AND TECHNICAL EDUCATION FUNDS

1. COVER PAGE

Fill in the name of the school division and the date.

2. LOCAL ASSURANCES/CERTIFICATION – SIGNATURE REQUIRED

Fill in the name of the school division. Review each statement of assurance and obtain the signature of the school board chairperson, and the division superintendent.

3. PERFORMANCE ASSESSMENT REPORT

Fill in the name of the school division. Complete all required information and obtain the signature of the division superintendent and career and technical education administrator.

4. CTEMS SCHEDULES 1– 1P

These schedules comply with federal Perkins Act provisions, which require descriptions to ensure the provision of career and technical education services. Please indicate in **narrative format** your division's practices, policies, or plans in response to each schedule.

Schedule 1

Required Schedules. Return CTEMS Schedule 1 with all required CTEMS schedules.

Schedule 1A

Stakeholder Participation. Describe your local process for involving the required groups in the development, implementation, and evaluation of career and technical education programs.

Schedule 1B

Stakeholder Involvement and Chairperson Signature. Describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of local community colleges, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of this Act. Be sure to get the signatures of the advisory council chairperson and the career and technical administrator.

Schedule 1C

New Programs/Courses, Optional. Please complete for any new course offerings.
Due date is April 25, 2008.

Schedule 1C-1

Career Clusters: Career Pathway – Program of study. Please submit a minimum of one Career Cluster: Career Pathway - Program of study being offered in your division.
Due date is April 25, 2008.

Schedule 1D

Identification of Special Populations. List the number of individuals (K-12) eligible for services provided by the school division in each of the following special populations: economically disadvantaged, disabled, limited English proficient, migrant, single parents, nontraditional training and employment, and displaced homemakers.

Strategies to Overcome Barriers to Success/Access of Special Populations. Describe how you will annually review career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or success in the programs for special populations and provide programs designed to enable the special populations to meet the state adjusted levels of performance.

Non-discrimination Statement. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

Identification of Services. Check the appropriate services offered for each special population in your division. *Please note that child-care, special transportation, and special seminars for fathers, teens, e.g., are **only available** to single-parents, nontraditional, and displaced homemaker students.*

Schedule 1E

Strengthen/Improve Academic and Technical Knowledge and Skills. Provide details for each fiscal year from 2008-2013, on each of the activities that will be conducted in individual program areas. This should also include the program area checklist.

Schedule 1F

Understanding All Aspects of Industry (AAI). Provide details for each fiscal year 2008-2013 for your plan of activities to strengthen and improve your program(s) to provide students with experiences in and understanding of all aspects of industry. This should also include the program area checklist.

Schedule 1G

Expansion of Technology. Provide details for each fiscal year 2008-2013 on your plan of activities to strengthen/improve ways programs will develop, improve, or expand the use of technology. This should also include the program area checklist.

Schedule 1H

Professional Development. Provide details for each fiscal year 2008-2013 on your plan of activities to strengthen/improve ways you will provide professional development to teachers, counselors, and administrators associated with any of your career and technical programs. This should also include the program area checklist. Provide details on any locally sponsored staff development planned for the 2008-2009 fiscal year.

Schedule 1I – SIGNATURE REQUIRED

Evaluations. Describe how you will develop and implement evaluations of the career and technical education programs carried out under this Perkins Act, including an assessment of how the needs of special populations are being met. Be sure to obtain the signature of the division superintendent and career and technical administrator.

Schedule 1J

Improvement, Expansion and Modernization. Provide details for each fiscal year 2008-2013 on your plan of activities to strengthen/improve ways in which your school division will initiate, improve, expand, and modernize quality career and technical education programs. This should also include the program area checklist.

Schedule 1K

Utilization of Data. Describe how you will annually use the data provided for your school division on the State System of Performance Standards and Measures to improve career and technical education in your school division.

Schedule 1L

Size, Scope and Quality of Program(s). Describe the process you will use annually to determine that programs provided and funded under this Perkins Act are of sufficient size, scope and quality to ensure effectiveness. This should also include the service/activities checklist.

Schedule 1M

Secondary/Postsecondary Linkages. Provide details for each fiscal year 2008-2013 on your plan of activities to strengthen/improve ways/methods you are using to link secondary and postsecondary career and technical education programs. This should include the secondary/postsecondary checklist .

Schedule 1N

Equity Provisions of General Education Provision Act. Develop a brief plan stating steps that will be taken to ensure equitable access to, and equitable participation in the project or activity to be conducted with such assistance by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

Employment Counseling. Describe how the career guidance system provides employment counseling to furnish information on available employment opportunities to all students, including students who are disabled

Schedule 1O

Placement Services and Job-Seeking Skills. Describe placement services provided for all students exiting school. Describe how job-seeking skills are provided to all secondary students including those identified as disabled.

Schedule 1P

Review of Labor Market Needs. Describe how labor market needs are reviewed and addressed to insure programs and courses offered meet the needs of your local school division.

5. CTEMS SCHEDULE 2A –B

Schedule 2A (State and Local Funds)

Administration

Line 1 and 2: Principals and Assistant Principals

Indicate the **TOTAL** projected costs of career and technical center administrators (principals and assistant principals) by category. Indicate projected state and local for each.

Extended Contracts, Adult Supplements, and Local Funds. (Documentation of local funds provides needed information for maintenance of effort by the locality.)

Line 3: Extended Contracts

Indicate the projected **TOTAL** costs, by state and local projected expenditures, for extended contracts (11-month, 12-month, and other) in all career and technical program areas.

Line 4: Adult Occupation Supplements

Indicate the projected **TOTAL** costs, by state and local projected expenditures, for adult supplements.

Line 5: Adult Occupation Teachers (Full-time)

Indicate the projected **TOTAL** costs, by state and local projected expenditures, for all full-time adult teachers.

Line 6: Adult Occupation Teachers (Part-time)

Indicate the projected **TOTAL** costs, by state and local projected expenditures, for all part-time adult teachers.

Line 7: Operational Costs (Local Funds)

Indicate the projected **TOTAL** local projected expenditures for salaries. Do **not** include extended contract supplements.

Line 8: Instructional Supplies and Materials (Local Funds)

Indicate the projected **TOTAL** local projected expenditures for instructional supplies and materials in 2008-2013.

Line 9: Other Instructionally Related Costs (Local Funds)

Indicate the projected **TOTAL** local projected expenditures for other instructionally related costs.

Line 10: Equipment (Local funds)

Indicate the projected **TOTAL** local projected expenditures for equipment.

Schedule 2A-1 (Only to be completed by school divisions participating in Regional Center Programs).

Column A: Total CTE Students in Division

Indicate the total number of students taking CTE classes in your division. This should include students taking courses at the home school and at the regional center. This should be an **unduplicated count**.

Column B: Number of CTE Students Enrolled in Courses at the Regional Center

Indicate the number of students from your divisions participating in programs at the Regional Center.

Column C: Percent of CTE Students

Divide the number in Column B by the number in Column A.

Column D: Percent of Perkins Funds to be Sent to the Regional Center

The percentage in Column D **must match** the percentage in Column C.

6. **Schedule 2B (Federal Funds) - Section 135 Activities**

The Perkins Act contains the following statement in Section 135:

(a) General Authority – Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.

- (1) In Column 1, indicate the name of the activity for which expenditures are planned using federal funds. A locality must fund professional development, activities to prepare special populations, and one or more additional required uses of funds before permissive items can be funded (see page 52).
- (2) In Column 2, indicate the name of the program for which expenditures are planned using federal funds. See (1) above for required uses prior to utilizing for permissive uses.
- (3) In Column 3, describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in vocational and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins Act.
- (4) In Column 4, indicate the funding requirement code (from Section 135) for which expenditures are being planned. Provide one number per narrative description (required and permissive uses may be found on page 52 of this document).
- (5) In Column 5, indicate the planned **TOTAL** expenditures of federal funds for each program or activity.

Schedule 2B (Federal Administration of Funds)

2B Administration, Lines 1-3:

Show the **TOTAL AMOUNT** under Line 3 to be used for administration of Perkins Act activities, and for the purchase of equipment to be used for administrative purposes, such as microcomputers. The total amount for administration may not exceed 5% of the total federal grant.

Summary Budget Worksheet

Classify the proposed activities identified on CTEMS Schedule 2B, Budget of Perkins Funds, and 2B, Federal Administration of Funds according to the correct expenditure categories on the Summary Budget Worksheet. Refer to page 51 for Expenditure Accounts Description. The total amount of all expenditure categories must equal the CTEMS Schedule 2B total on page 49.

Note: You will want to coordinate with your finance and/or budget office for the correct placement of budget items into the expenditure categories.

7. **APPENDIX-Certification Forms**

Please sign and return with application.

**LOCAL PLAN
FOR
CAREER AND TECHNICAL EDUCATION FUNDS
2008-2013**

BUDGET 2008-2009

SCHOOL DIVISION

DATE SUBMITTED

LOCAL ASSURANCES

The _____ School Board hereby assures the Virginia Board of Education (State Board of Career and Technical Education) that:

1. Programs services, and activities included under this agreement will be operated in accordance with the *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV) and all applicable Virginia Public School Laws.
2. None of the funds made available under this Perkins Act (Perkins IV) will be used to provide funding under the Wagner-Peyser Act and Public Law 105-220. (Section 119(d)(1-2))
3. The applicant will submit descriptive and statistical reports containing complete, accurate, and reliable data that measure the progress of students, including special populations, as required by Perkins IV, the Education Improvement Act of 1984, and the State Department of Education. (Sec 122(c)13)
4. Students who participate in career and technical education programs will be taught the same challenging academic proficiencies as all other students. (Sec 134(b)3)
5. The applicant will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs. (Sec 134(b)3) and (Sec 135(b)7)
6. The applicant that receives funds under this part will use such funds to improve career and technical education programs. (Sec 135(a))
7. Funds made available under this Perkins Act for career and technical education activities will supplement and shall not supplant, non-federal funds expended to carry out career and technical education and tech prep activities. (Sec 311(a))
8. No funds received under the Perkins Act will be used to require any secondary school student to choose or pursue a specific career path or major or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Sec 314)
9. No funds received under this Perkins Act will be used to provide career and technical education programs prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. (Sec 315)
10. No funds provided under this Perkins Act will be used for the purpose of directly providing incentives or inducement to employers to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. (Sec 322)
11. Funds used under this Perkins Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel may, upon request, permit program participation by career and technical education teachers, administrators, and other personnel in non-profit private schools offering career and technical education programs located in the geographical area served by such agency or recipient. (Sec. 317)
12. None of the funds expended under Perkins IV will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit

to any organization representing the interest of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.

13. Programs funded under the Perkins Act will be coordinated with the local Workforce Investment Council to avoid duplication with Workforce Investment Act Title I programs, adult education, and other federal training programs (Section 118).
14. The local school division will use the state-provided career and technical program area competency list identified for each course to provide instruction for students and to rate the student's level of competency attainment.
15. The local school division shall:
 - a. identify the number of special population students enrolled in career and technical education programs;
 - b. assess the career and technical needs of the students identified as special populations; and
 - c. develop an adequate plan to provide supplementary services sufficient to meet the needs of such students.
16. This plan has been developed in consultation with the local career and technical education advisory council which is composed of members of the public, especially representatives from business, industry, and labor (if applicable), including appropriate representation of both sexes and the racial and ethnic minorities found in the school, community, or region and in consultation with teachers, parents, students, and interested community leaders.
17. Local programs of career and technical education shall be evaluated annually using the performance standards and measures as approved by the State Board of Education, and in compliance with the requirements of Section 113 of the *Carl D. Perkins Career and Technical Education Act of 2006*.
18. Equal opportunities in career and technical education programs will be provided to persons and without discrimination because of race, gender, religious preference, national origin, or disability.
19. Statistical, financial, and descriptive reports and data required by the Virginia Board of Education and/or the Virginia Department of Education with regard to career and technical education programs will be submitted as requested and within the specified timelines.
20. Procedures are in place to ensure that lists of essential competencies that are modified for students with Individualized Education Programs (IEPs) or Section 504 plans must, as a group, be selected so that student attainment of the modified list of essential competencies prepare the student for a job or occupation.
21. Career and technical services, programs, and activities will reflect labor market needs and student interest.
22. Career and technical student organizations will be an integral and active part of each career and technical program.
23. The local plan has been approved by the school board and will be implemented upon approval of the Virginia Department of Education.

CONDITIONS

1. An inventory of all equipment purchased in whole or part with federal funds provided by the State Board of Education will be maintained, and all such equipment will be available for use by students in the approved career and technical education program for which it was purchased.
2. Recipients of federal funding that plan to use any equipment purchased in whole or in part with federal funds provided by the State Board of Education in any program, project or activity other than the one for which it was originally purchased or who planned to dispose of or trade in such equipment must comply with the provisions of EDGAR.
3. Funds will not be expended in any manner other than as budgeted in the original plan or amended plan (if applicable).

In the event funds need to be expended (category or dollar amount) in any manner other than stipulated in this CTEMS plan, the eligible recipient must submit, in writing, a request to amend the CTEMS plan. This request must include an explanation of proposed changes along with a revised copy of Schedule 2B.

4. Perkins funds will not be expended prior to the receipt of a letter of approval for the original plan and/or the amended plan (if applicable).
5. The local plan shall be for the same period of time as the State Plan submitted under Section 122 (five-year plan).
6. The locality will not fund any project, service, or activity for more than three years, the year of its inception and the two following years, unless they are showing continuous improvement, meet or exceed all Perkins performance standards (see program improvement page iv of this document).
7. The locality will comply with certification regarding debarment, suspension, ineligibility, and voluntary exclusion – lower tier covered transactions (signature forms attached).
8. Career and technical education programs will operate consistently with all federal and state requirements and regulations.
9. Reports and other information required by the State Board of Education will be submitted within the dates and timelines established, and documentation will be maintained for five years.
10. Reimbursement requests from school divisions will not be processed for those school divisions that have outstanding data and/or reports required by federal legislation, state legislation, or the Board of Education.

CERTIFICATION

The eligible recipient does hereby certify that the assurances and conditions stipulated in this plan will be complied with in providing programs and activities for career and technical education and that funds will be used as stipulated in the approved plan.

School Board Chairperson (Signature)

Date

Division Superintendent (Signature)

Date

**PERFORMANCE ASSESSMENT
(Annual Submission Required)**

Performance assessment will be done in conjunction with participating school divisions with the exception of applicable regional center standards.

SCHOOL DIVISION: _____

Complete the information below. Your local plan should reflect activities/projects that address Perkins Performance Standards and Virginia Performance Standards that have not improved or that do not meet the state-level Perkins Performance Standards. This information will be used to determine the need for technical assistance and/or on-site Perkins evaluation visits. This replaces the Local Improvement Plan and may become a factor in determining local Federal Program Monitoring visits.

Since 2007- 2008 is the first year under Perkins IV, the Negotiated Local Level for each performance standard will be the result of your 2006 – 2007 report plus .5 percent. In future years, as additional results are obtained for the new performance standards this formula for negotiation will be modified.

This is your minimum goal for the coming year. Each division must be working towards meeting or exceeding the state adjusted level of Perkins Performance Standards.

Performance Standards	2007-2008	2008 – 2009 Negotiated Local Level Performance Standard (percentage)
PERKINS		
1S1 Academic Attainment – Reading/Language Arts		
1S2 Academic Attainment – Mathematics		
2S1 Technical Skills Attainment		
3S1 Secondary School Completion		
4S1 - Student Graduation Rates		
5S1 - Secondary Placement		
6S1 - Nontraditional Participants		
6S2 – Nontraditional Completion		

PERFORMANCE ASSESSMENT, Continued

SCHOOL DIVISION: _____

Performance Standards	2007-2008	2008 – 2009 Negotiated Local Level Performance Standard (percentage)
VIRGINIA		
Completer		
Employee Satisfaction		
Employer Satisfaction		

Status of Local Performance Standards

- Number of performance standards/elements not met for first time: _____. Explain why you did not meet each of these.
- Number of performance standards/elements not met for two years: _____. Explain why you did not meet each of these and what was done in prior years to improve the performance.
- Number of performance standards/elements not met for three years: _____. Explain why you did not meet each of these and what was done in prior years to improve the performance.

PERFORMANCE ASSESSMENT, Continued

SCHOOL DIVISION: _____

Use of Perkins Funds

Required Use of Funds:

- Number of required items identified beyond the two Virginia requirements for professional development and activities for special populations: _____
- Number of required items that address improvement of Perkins Performance Standards that do not meet the state adjusted level of performance: _____

Permissive Use of Funds:

- Number of permissive items identified: _____

Utilization of Grants (For example: HSTW or PLTW.)

- Has the school division applied for one or more grants in prior years? Yes _____ No _____
- If yes, has the school division used at least 95 percent of the funds awarded for the project? Yes _____ No _____
- If yes, are the activities being funded approved activities consistent with the intent of the grant? Yes _____ No _____

**Career and Technical Education Administrator
(Signature)**

Date

Division Superintendent (Signature)

Date

STATE USE ONLY

_____ Division Local Plan identifies activities/projects for program improvement and resources to be used.

_____ Technical Assistance required.

On-site visit required: Yes _____ No _____ Date of Visit: _____

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1
CONTINUATION OF PRIOR YEAR PLAN ACTIVITIES
2008-2013**

Listed below are all CTEMS Schedules. Since 2008-2009 is the beginning year for the new five year state plan under the *Carl D. Perkins Career and Technical Education Act of 2006*, all CTEMS schedules must be completed and returned for 2008-2013.

I. CTEMS Schedules Required for 2008-2013

Local Assurances and Conditions	CTEMS Schedule 1J
CTEMS Schedule 1	CTEMS Schedule 1K
CTEMS Schedule 1A	CTEMS Schedule 1L
CTEMS Schedule 1B	CTEMS Schedule 1M
CTEMS Schedule 1C*	CTEMS Schedule 1N
CTEMS Schedule 1C-1	CTEMS Schedule 1O
CTEMS Schedule 1D	CTEMS Schedule 1P
CTEMS Schedule 1E	CTEMS Schedule 2A
CTEMS Schedule 1F	CTEMS Schedule 2A-1
CTEMS Schedule 1G	CTEMS Schedule 2B
CTEMS Schedule 1H	Certifications
CTEMS Schedule 1I	

* Complete only if a new course or program will be offered for 2008-2009.

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1A
Local Plan Requirement and Stakeholder Participation
2008-2013 Plan

Section 134(a) and Section 135 (c)(1). The local plan shall be for the same period of time as the State Plan submitted under Section 122. ***Please check the types of involvement each of the groups below have had in the development of your local plan.***

Check (✓)	I for supplied information, C for provided substantive consultation, R for reviewed and critiqued the plan or sections of the plan or N for no involvement
-----------	---

(Check more than one letter, if appropriate.)

GROUPS	I	C	R	N
Representatives of business/industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representatives of labor (if applicable) N/A <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representatives of special populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representatives of local community colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe how the required respective groups were involved in the development and implementation of your local plan for 2008-2013.

Describe how the required respective groups were involved in the evaluation of your career and technical education programs, utilizing data from prior year(s) and/or any local evaluations that may have been conducted during the current year.

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1B
STAKEHOLDER INVOLVEMENT
2008-2013 Plan**

Section 134(b)(5) and Section 135(c)(1). Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this Act, and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of this title, including career and technical programs of study.

The local advisory committee for career and technical education **must** be involved in the development, implementation, and evaluation of career and technical education programs. The advisory committee, which meets regularly, is a group of persons representing business, industry, labor (if applicable), public agencies, education, and the community for the purpose of providing counsel, direction, and assistance to career and technical education.

Note. The local advisory council may be used for this purpose if membership is expanded to include membership from the following groups: parents, students, teachers, representatives of business and industry, labor organizations, representatives of local community colleges, representatives of special populations, and other interested individuals. Other persons may be asked to participate at the discretion of the eligible recipient. Ex-officio members should include career and technical administrators.

List below those persons on the local advisory committee who have been appointed to serve in the development, implementation, and evaluation of career and technical education programs (attach additional pages, if necessary).

Group ID Letter:	<u>P</u> for parents <u>S</u> for students <u>T</u> for teachers <u>L</u> for labor organizations	<u>B&I</u> for representatives of business and industry <u>CC</u> for representatives of local community colleges <u>SP</u> for representatives of special populations <u>O</u> for other interested individuals
-------------------------	--	---

NAME/TITLE OR POSITION	NAME OF COMPANY/BUSINESS/ORGANIZATION	GROUP ID LETTER
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1B (continued)
STAKEHOLDER INVOLVEMENT
2008-2013 Plan**

Describe how members of the career and technical education advisory committee and the stakeholder participants involved in the development of the plan are annually informed about and assisted in the understanding of the Act, and list activities planned in which the stakeholders will be involved for the 2008-2013 school year.

The assurance of the involvement of the local advisory committee must be signed by the Advisory Council Chairperson and the Career and Technical Administrator.

I certify that this advisory committee met and was consulted in the development of this plan, will provide assistance in the implementation of this plan, and will assist in the evaluation of career and technical education.

Advisory Council Chairperson (Signature)

Date

Career and Technical Administrator (Signature)

Date

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1C
APPLICATION FOR NEW CAREER AND TECHNICAL EDUCATION PROGRAM/COURSE
2008-2013 Plan

INSTRUCTIONS/PROCEDURES – DUE ON APRIL 25, 2008.

1. Submit a copy of this application by April 25, 2008 if adding new programs/courses.
2. Complete a separate application for each new program or course.
3. Contact the program specialist for assistance if the program or course is different from State guidelines.

I. CONTENT AREA

- | | |
|--|---|
| <input type="checkbox"/> Agricultural Education | <input type="checkbox"/> Family & Consumer Sciences |
| <input type="checkbox"/> Business & Information Technology | <input type="checkbox"/> Technology Education |
| <input type="checkbox"/> EFE | <input type="checkbox"/> Trade and Industrial Education |
| <input type="checkbox"/> Health and Medical Sciences | <input type="checkbox"/> Career Connections |
| <input type="checkbox"/> Marketing | <input type="checkbox"/> Other (specify) _____ |

II. PROGRAM/COURSE INFORMATION (Use state title and course code.)

A. Program/Course identification and location

Title _____	Course Code _____
<i>(NOTE: Use program/course title and code as it appears in <u>CTERS USERS' MANUAL</u>.)</i>	

Length of course _____ Grade level to be served _____

School(s)/facility where offered _____

Date of implementation _____

B. Person responsible for administering the program

_____ Name	_____ Title
---------------	----------------

C. Will the program follow the description in the CAREER AND TECHNICAL EDUCATION INSTRUCTIONAL PLANNING GUIDE? If no, describe changes/additions. (Please attach.)

☐ Yes ☐ No

D. Please note, Competency Based Education (CBE) is a requirement. Will you use the State course outlines and/or recommended competencies for this program/course? If no, describe modifications. (Please attach.)

☐ Yes ☐ No

E. Data on student interest for this program/course must be provided. (Please attach.)

F. Will teacher have the correct endorsement for the program/course?

☐ Yes

☐ No

G. Will this course be part of a program sequence? **(If not, please provide justification.)**

H. Data on labor market and/or employment needs for this program/course must be provided. **[Please attach. Regional and state data may be obtained from the following Web sites: <http://www.careerprospects.org/Statistics/Statistics.html> or <http://www.careerconnect.state.va.us/>.]**

The locality assures that the program/course will operate consistent with current Career and Technical Education Regulations.

Division Superintendent (Signature)

Date

FOR STATE USE ONLY

This application for a new program/course is approved consistent with the requirements of The Virginia Standards of Quality.

REVIEWED BY: _____
Program Specialist (Signature)

Date

APPROVED BY: _____
State Director/Designee (Signature)

Date

**SCHEDULE 1C-1
APPLICATION FOR LOCAL CAREER CLUSTER
2008-2013 Year Plan**

INSTRUCTIONS/PROCEDURES

DIVISION NAME: _____

- By the beginning of the 2012-2013 school year, local school divisions must have in place at least one career pathway representing each program area offered. Programs of Study must be submitted annually until all applicable career pathways have been identified and implemented. (*Section 134(b)(3)(A) and Section 135(b)*). The school division may submit more than one Career Clusters: Career Pathways - Programs of Study per year, if it so chooses. Programs of Study must be attached to Schedule 1-C-1. Each career pathway must have the appropriate *Program of Study*.

SUMMARY OF PREVIOUSLY APPROVED PROGRAMS OF STUDY

CLUSTER	PATHWAY	YEAR SUBMITTED	LOCAL OR STATE TEMPLATE (Please indicate which is being used.)
Example: Science, Technology, Engineering, and Mathematics	Engineering and Technology	2007-2008	Local

I. CLUSTER AREAS

- | | |
|--|--|
| <input type="checkbox"/> Agriculture, Food, & Natural Resources | <input type="checkbox"/> Architecture & Construction |
| <input type="checkbox"/> Arts, A/V Technology & Communications | <input type="checkbox"/> Business, Management, & Administration |
| <input type="checkbox"/> Education & Training | <input type="checkbox"/> Finance |
| <input type="checkbox"/> Government & Public Administration | <input type="checkbox"/> Health Science |
| <input type="checkbox"/> Hospitality & Tourism | <input type="checkbox"/> Human Services |
| <input type="checkbox"/> Information Technology | <input type="checkbox"/> Law, Public Safety, Corrections, & Security |
| <input type="checkbox"/> Manufacturing | <input type="checkbox"/> Marketing, Sales, & Service |
| <input type="checkbox"/> Science, Technology, Engineering, & Mathematics | <input type="checkbox"/> Transportation, Distribution, & Logistics |

II. CAREER CLUSTER INFORMATION

- For each career cluster identified above, list the career pathways in that cluster that will be offered in your schools or center CTE program, and identify whether the program will use state *Programs of Study* for each pathway or locally-developed *Programs of Study*. All Programs of Study must be attached to Schedule 1-C-1. All *Programs of Study* must include Items 1, 2, 3, 4, 6, and 7 of the following components and you are encouraged to include Item 5. (*Section 134(b)(3)(B-E)*.)

**SCHEDULE 1C-1
APPLICATION FOR LOCAL CAREER CLUSTER
2008-2013 Year Plan**

PROGRAMS OF STUDY SUBMITTED FOR 2008 – 2009 LOCAL PLAN

CLUSTER	PATHWAY	LOCAL OR STATE TEMPLATE (Please indicate which is being used.)
Example: Science, Technology, Engineering, and Mathematics	Engineering and Technology	Local

1. Improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in –
 - i. the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - ii. career and technical education subjects.*
2. Provide students with strong experience in, and understanding of, all aspects of an industry.
3. Ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.
4. Encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965).*
5. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits elements (This may be shown through either a statewide or locally-developed articulation agreement or Tech Prep articulation agreement or an individual local education agency agreement with a community college/college/university).
6. Must lead to a high school diploma and, if applicable, an industry certification/state licensure/NOCTI assessment at the secondary level and to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.*
7. All Programs of Study templates must include all elements shown in the state template.*

*** Required**

** If any courses described in the *Program of Study* above are new (never offered before in the division), CTEMS Schedules 1C must be completed for each new course and submitted by April 25, 2008.

**SCHEDULE 1C-1
APPLICATION FOR LOCAL CAREER CLUSTER
2008-2013 Year Plan**

B. Person(s) responsible for administering the career cluster programs

_____ Secondary: Name/Title	_____ Signature	_____ Date
_____ Postsecondary: Name/Title	_____ Signature	_____ Date

FOR STATE USE ONLY

This application for a new career cluster is approved consistent with the requirements of *Carl D. Perkins Career and Technical Education Act of 2006*.

REVIEWED BY:

_____ Program Specialist(s) or Cluster Coordinator (Signature)	_____ Date
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APPROVED BY:

_____ State Director/Designee (Signature)	_____ Date
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SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1D
Special Populations Report
2008-2013 Plan**

- A. State the number of economically disadvantaged, disabled, limited English proficient (LEP), migrant, single-parent, nontraditional, and displaced-homemaker students eligible for services provided by your school division.

Number of Economically Disadvantaged (including foster children)	Number of Disabled	Number of Limited English Proficient	Number of Migrant	Number of Single-parent (including single pregnant women)	Number of Non-traditional Training and Employment	Number of Displaced-homemakers

- B. **Section 134 (b)(8)(A) and Section 135(b)(9)and (c)(4)and (c)(14, 16 and 17).**
Describe how you will annually review career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations.

C. **Section 134 (b)(8)(A) and Section 135(b)(9)and (c)(4)and (c)(17).** Describe how you will annually provide programs designed to enable the special populations to meet the state adjusted levels of performance.

D. **Section 134 (b)(9) and Section 135(b)(9)and (c)(4).** Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

E. Section 134(b)(8)(C) and (b)(10) and Section 135(b)(9) and (c)(4) and (c)(17).
Provide activities/services to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

SERVICES PROVIDED	DISADVANTAGED	DISABLED	LEP	MIGRANT	SINGLE-PARENTS	NONTRADITIONAL	DISPLACED HOMEMAKERS
Supplemental basic academic instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental social growth activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low-level, high-interest reading materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional or teacher aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation for work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work-study programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systematic tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coop education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job placement and follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job-coach and job-transition services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career and technical assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work-site visitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CTE student organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child-care				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special transportation				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special seminars for fathers, teens, etc.				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please indicate if non-federal funds, in whole or in part, are used to support any of the above services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1E
Strengthen/Improve Academic and Technical Skills
2008-2013 Plan

Section 134(b)(3)(B,D,E) and Section 135(b)(1)(A,B) and (c)(12). Please follow the directions below to show how you strengthen/Improve the academic and technical skills of students participating in career and technical education programs.

Directions

For each of your Perkins supported programs, place a check (√) by each activity that applies to that program and that is intended to improve the academic and technical skills of students participating in that program. For example, if “Using academic/career and technical team teaching” is designed to improve the academic and technical skills of students in Agriculture, place a (√) in the block marked “Using academic/career and technical team teaching” under Agriculture.

ACTIVITIES	DIVISION PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
a. Integrating academics with career and technical education programs to ensure learning in the core academic and career and technical subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing a coherent sequence of courses to ensure learning in the core academic and career and technical subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Developing and using academic and career and technical collaborative lesson plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Using academic/career and technical team teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Providing dual credit options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Providing joint academic/career and technical instructional assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Planning joint academic/career and technical field trips to business/industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Providing a senior research project with both academic and career and technical education components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1E (continued)
Strengthen/Improve Academic and Technical Skills
2008-2013 Plan

Section 134(b)(3)(B, D, E) and Section 135(b)(1)(A,B) and (c)(12). Provide details, for each fiscal year, on each of the activities that will be conducted in individual program areas that are intended to strengthen/improve the academic and technical knowledge and skills of participating students.

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1F
All Aspects of Industry
2008-2013 Plan**

Section 134(b)(3)(C) and Section 135(b)(3) and (c)(6 and 11). Provide students with experience in and understanding of all aspects of an industry.

Directions

For each of your Perkins supported programs, place a check (✓) by every activity that applies to that program and provides students with experience in and understanding of all aspects of an industry.

ACTIVITIES	YOUR PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
a. Career and technical curriculum frameworks reviewed by career/technical advisory committee to ensure that the local curriculum provides students with experience in and understanding of all aspects of an industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Work-site experiences provided:								
Co-op	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shadowing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participation of Business/Industry Reps								
Mentoring opportunities provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shadowing opportunities provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business/industry tours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1F (continued)
All Aspects of Industry
2008-2013 Plan

Section 134(b)(3)(C) and Section 135(b)(3) and (c)(6 and 11). Provide details, for each fiscal year, on your plan of activities to strengthen/improve your program(s) in providing students with experiences in and understanding of all aspects of an industry.

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1G
Technology in Career and Technical Education
2008-2013 Plan

Section 135(b)(4 and 7) and (c)(9 and 12). Develop, improve, or expand the use of technology in career and technical education.

Directions

For each of your Perkins supported programs, place a check (✓) after any activity you will use in that program to develop, improve, or expand the use of technology.

ACTIVITIES	YOUR PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
a. Train career and technical personnel to use state-of-the-art technology, which may include distance learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Include academic and career and technical skills that lead to entry into high-tech and communications fields.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Work with high-tech industries to offer volunteer internship, mentoring, shadowing, and/or cooperative education experience(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provide technology applications in classroom instruction (including computer applications).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Verify that instructional personnel demonstrate proficiency in Virginia Technology Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Provide students with the academic and career/technical skills that lead to entry into the high-technology and telecommunication fields.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1G (continued)
Technology in Career and Technical Education
2008-2013 Plan

Section 135(b)(4 and 7) and (c)(9 and 12). Provide details, for each fiscal year, on your plan of activities to strengthen/improve ways programs will develop, improve, or expand the use of technology.

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1H
Professional Development Provided
2008-2013 Plan

Section 134(b)(4) and Section 135(b)(5) and (c)(8, 16 and 19). Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development). **Section 134(b)(12)(A and B).** Describe efforts to improve (A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and (B) the transition to teaching from business and industry.

Directions

For each of your Perkins supported programs, place a check (✓) after any activity you will use to provide professional development to teachers, counselors or administrators associated with that program.

ACTIVITIES	YOUR PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
a. In-service and preservice professional development on:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training for guidance on (1) career clusters, career pathways, and career assessment; and (2) implementation of Programs of Study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects as defined in section 9101 of the ESEA of 1965); and career and technical education subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ACTIVITIES	YOUR PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
Appropriate postsecondary courses and/or workshops for teachers with provisional licenses and/or career switchers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State-of-the-art career/technical programs and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective teaching skills based on research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective practices to improve parental and community involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for National Board Certification to provide teachers access to Virginia incentives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Programs for teachers and other school personnel to ensure they remain current with all aspects of an industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participate in regional, state, and college teacher placement job fairs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Offer Virginia Teachers for Tomorrow (Teacher cadet) program for secondary students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Business/industry internship programs for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Programs to train teachers specifically in the use and application of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1H (continued)
Professional Development Provided
2008-2013 Plan

Section 134(b)(4) and Section 135(b)(5) and (c)(8, 16 and 19). Provide details, for each fiscal year, on your plan of activities to strengthen/improve ways you will provide professional development to teachers, counselors, or administrators associated with any of your career and technical programs.

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1H (continued)
Professional Development Provided
2008-2013 Plan

Directions

For each of your Perkins supported programs, place a check (✓) after any activity you will use to provide comprehensive professional development to teachers, counselors or administrators associated with that program.

ACTIVITIES	YOUR PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
Note. All professional development provided must meet requirements for professional development as identified in Perkins IV.								
a. State conferences, institutes, or workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. National conferences, institutes, or workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Local conferences, institutes, or workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. State professional organization conferences, institutes, or workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Internship in industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 11
Evaluation of Career and Technical Education Programs
2008-2013 Plan

Section 134(b)(7) and Section 135(b)(6). Develop and implement evaluations of the career and technical education programs carried out with funds under this Act, including an assessment of how the needs of special populations are being met.

Please check (√) blanks, all required.

- ☐ We agree to implement and participate annually in the state system of Performance Standards and Measures for career and technical education programs.
- ☐ We agree to review annually the performance of special needs populations measured by the state system of Performance Standards and Measures to ensure that their needs are being met.
- ☐ The state system of Performance Standards and Measures will be used to evaluate the annual performance of career and technical education programs for the school division.
- ☐ Utilization of Perkins funds will be determined by Performance Standards or sub-groups that are below state standards.

Career and Technical Administrator (Signature)

Date

Superintendent (Signature)

Date

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1J
Quality Career and Technical Education Programs
2008-2013 Plan

Section 134(b)(6) and Section 135(b)(4,7 and 12). Initiate, improve, expand, and modernize quality career and technical education programs.

Directions

For each of your Perkins supported programs, place a check (✓) after any activity you will use to initiate, improve, expand, or modernize that particular program.

ACTIVITIES	YOUR PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
a. Revise/update curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Revise/update instructional materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Obtain input from business/industry/community representatives to improve/modernize program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Modernize program offerings in occupational area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Conduct labor market analysis related to area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Conduct community surveys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Initiate new program(s) or courses based on labor market needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Expand career and technical program offerings to provide greater student choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Incorporate technology applications in the classroom/lab.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Certify teachers in industry or professional/trade association.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Incorporate industry or professional/trade association certification standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Provide training in high tech or telecommunications occupations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1J (continued)
Quality Career and Technical Education Programs
2008-2013 Plan

Section 134(b)(3)(6) and Section 135(b)(4,7 and 12). Provide details, for each fiscal year, on your plan of activities to strengthen/improve ways in which your school division will initiate, improve, expand and modernize quality career and technical education programs

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1K
Using Data to Improve Career and Technical Education
2008-2013 Plan

Section 134(b)(7) and Section 135(b)(6). Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient using the data provided for your school division on the State System of Performance Standards and Measures to improve career and technical education in your school division.

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1L
Sufficient Size, Scope, and Quality of Services and Activities
2008-2013 Plan

Section 134(b)(6) and Section 135 (b)(8 and 9) and (c)(2). Provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.

Directions

Place a check (✓) in the blank by each statement that applies to your division.

SERVICES/ACTIVITIES	YES
a. Instruction in career and technical exploration is provided in each middle school. (Standards of Accreditation 8 VAC 20-131-90.B)	<input type="checkbox"/>
b. At least three different career and technical education programs, not courses, that prepare students as a career and technical education completer are provided. (Standards of Accreditation 8 VAC 20-131-100.A.1.)	<input type="checkbox"/>
c. A minimum of 11 courses in career and technical education is offered in each secondary school. (Standards of Accreditation 8 VAC 20-131-100.B)	<input type="checkbox"/>
d. Career and technical education programs incorporated into the K through 12 curricula that include: <ul style="list-style-type: none">• Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;• Career exploration opportunities in the middle school grades; and• Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law. (Standards of Quality § 22.1-253.13:1. Standard 1.D.3.)	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1L (continued)
Sufficient Size, Scope, and Quality of Services and Activities
2008-2013 Plan

SERVICES/ACTIVITIES	YES
<p>e. Establish the requirements for a standard, modified standard, or advanced studies high school diploma, which shall include one credit in fine, performing, or practical arts and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board... (Standards of Quality § 22.1-253.13:4.D.2.)</p>	<input type="checkbox"/>
<p>f. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education.</p> <p>School boards shall report annually to the Board of Education the number of industry certifications obtained and state licensure examinations passed, and the number shall be reported as a category on the School Performance Report Card. In addition, the Board may:</p> <ul style="list-style-type: none"> a. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and b. Permit student completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes. (Standards of Quality § 22.1-253.13:4.D.5.) 	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1L (continued)
Sufficient Size, Scope, and Quality of Services and Activities
2008-2013 Plan

Section 134(b)(6) and Section 135 (b)(8 and 9) and (c)(2). Utilizing your performance on 1S1 – Academic Attainment Reading/Language Arts, 1S2 – Academic Attainment Mathematics, 2S1 – Technical Skill Attainment, and 5S1 Secondary Placement, describe, in detail, the local process you will use annually to determine that programs funded under this Act are of sufficient size, scope and quality to ensure effectiveness.

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1M
Link Secondary/Postsecondary Career and Technical Education
2008-2013 Plan

Section 134(b)(11) and Section 135(b)(2) and (c)(10 and 16). Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.

Directions

Place a check (✓) in the blank for each option you have implemented to facilitate linkage between and transition from secondary to postsecondary programs.

☐ Career Pathways: Programs of Study (list Clusters/Career Pathways used).

☐ Career assessment programs (please indicate programs, i.e., Kuder, that you are using).

☐ Career and academic counseling/coaching.

☐ Career fairs and placement services.

☐ High Schools that Work (Specify schools participating.)

☐ Tech Prep (Specify programs involved.)

☐ Dual Enrollment Options (Specify courses/programs.)

☐ Other Postsecondary Credit Programs (Please list those other than Tech Prep and Dual Enrollment.)

☐ Other (specify)

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1M (continued)
Link Secondary/Postsecondary Career and Technical Education
2008-2013 Plan

Provide additional details, for each fiscal year from 2008-2013, that support activities listed above.

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1N
Equity Provisions of General Education Provision Act
2008-2013 Plan

Section 134 (b)(8, 9, 10, and 12). Develop a brief plan stating steps that will be taken annually to ensure equitable access to, and equitable participation in the project or activity to be conducted with such assistance by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1N (Continued)
Employment Counseling
2008-2013 Plan

Section 134(b)(11) and Section 135(c)(2). Describe how the career guidance system provides employment counseling to furnish information on available employment opportunities to all students, including students who are disabled.

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 10
Placement Services
2008-2013 Plan**

Section 134(b)(11) and Section 135(c)(2 and 10). Describe placement services provided for all students exiting school.

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1O (continued)
Job-Seeking Skills
2008-2013 Plan

Section 134(b)(3)(C) and (8)(C) and Section 135(c)(2 and 10). Describe how job-seeking skills are provided to all secondary students including those identified as disabled.

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1P
Labor Market Needs
2008-2013 Plan**

Describe how labor market needs are reviewed and addressed to insure programs and courses offered meet the needs of your local school division.

SCHOOL DIVISION: _____

**CTEMS 2A - CAREER AND TECHNICAL EDUCATION FINANCIAL AND
STATISTICAL DATA
2008-2009 Plan**

ADMINISTRATION		
Funding Categories	State	Local
1. Career and Technical Center Administrator/Principal (includes Special Career and Technical Centers)		
2. Assistant Principal (includes Special Career and Technical Centers)		
EXTENDED CONTRACTS, ADULT SUPPLEMENTS		
Funding Categories	State	Local
3. Extended Contract Costs		
4. Adult Occupation Supplements		
5. Adult Occupation Teachers (Full-time)		
6. Adult Occupation Teachers (Part-time)		
LOCAL FUNDS ONLY		
Funding Categories	Amount	
7. Operational Costs (other than Categorical): Teachers' Salaries Less Extended Contract Costs		
8. Instructional Supplies/Materials		
9. Other Instructionally Related Costs		
10. Equipment		

SCHOOL DIVISION: _____

**CTEMS 2A-1 - CAREER AND TECHNICAL EDUCATION FINANCIAL AND
STATISTICAL DATA: PARTICIPATION IN REGIONAL CAREER AND TECHNICAL CENTERS**
(Only to be completed by school divisions participating in regional centers that serve multiple divisions.)
2008-2009 Plan

COLUMN A: Total CTE Students in Division (Unduplicated Count)	COLUMN B: Number of CTE Students Participating In Regional Center	COLUMN C: Percent of CTE Students Attending Regional Center (Column B/Column A)	COLUMN D: Percent of Perkins Funds Sent to Regional Center (Must match percent in Column C)

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 2B
2008-2009 BUDGET OF PERKINS FUNDS**

Date Submitted	Date DOE Revision Request Submitted	Date of Original Approval	1 st Amendment Approval Date	2 nd Amendment Approval Date	<u> </u> Amendment Approval Date
1 CAREER AND TECHNICAL ACTIVITIES FUNDED (Please indicate Required or Permissive)	2 CAREER AND TECHNICAL PROGRAMS FUNDED	3 NARRATIVE DESCRIPTION <i>(Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10.))</i>		4 FUNDING REQUIREMENTS (Required or Permissive) <i>One number per narrative description</i>	5 BUDGETED FEDERAL FUNDS
<i>Required Use Professional Development</i>					
<i>Required Use Activities for Special Populations (to include nontraditional)</i>					
<i>Required Use Regional Center Participation (only divisions submitting 2A- 1)</i>					
Career and Technical Education Programs or Activities Funded				SUBTOTAL	

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 2B (Continued)
2008-2009 BUDGET OF PERKINS FUNDS**

1 CAREER AND TECHNICAL ACTIVITIES FUNDED (Please indicate Required or Permissive)	2 CAREER AND TECHNICAL PROGRAMS FUNDED	3 NARRATIVE DESCRIPTION <i>(Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act.)</i>	4 FUNDING REQUIREMENTS (Required or Permissive) <i>One number per narrative description</i>	5 BUDGETED FEDERAL FUNDS
Career and Technical Education Programs or Activities Funded			SUBTOTAL	

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 2B (Continued)
2008-2009 BUDGET OF PERKINS FUNDS**

1 CAREER AND TECHNICAL ACTIVITIES FUNDED (Please indicate Required or Permissive) Section 135(a-b)	2 CAREER AND TECHNICAL PROGRAMS FUNDED	3 NARRATIVE DESCRIPTION <i>(Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act.)</i>	4 FUNDING REQUIREMENTS (Required or Permissive) <i>One number per narrative description</i>	5 BUDGETED FEDERAL FUNDS
Career and Technical Education Programs or Activities Funded			SUBTOTAL	
Administrative/Administrative Equipment Total from CTEMS Schedule 2B Administration, page 50			SUBTOTAL	
			GRAND TOTAL	

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 2B
Federal Administration of Funds
2008-2009 Budget of Perkins Funds**

(Administrative/Administrative Equipment not to exceed 5% of the total federal grant)

Administrative - Description	Amount
Line 1 Administrative SUBTOTAL	
Administrative Equipment - Description	Amount
Line 2 Administrative Equipment SUBTOTAL	
Administrative/ Administrative Equipment	Amount
Line 3 Administrative/Administrative Equipment TOTAL (transfer to 2B, page 49)	

SUMMARY BUDGET WORKSHEET (Develop a summary budget worksheet relevant to plan objectives that includes line items under the broad expenditures.)	
Expenditure Categories (See descriptions on page 51)	Amount
1000 - Personal Services	
2000 - Employee Benefits	
3000 - Purchased Services	
4000 - Internal Services	
5000 - Other Charges	
8000 - Capital Outlay/Equipment	
TOTAL¹	

¹Expenditure Category Budget must match total budget identified on your CTEMS Schedule 2B Budget forms.

Expenditure Accounts Descriptions

These accounts are for budgeting/recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. These descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your grant specialist, Terry Dougherty at Terry.Dougherty@doe.virginia.gov or 804-225-3349 in the Virginia Department of Education or refer to the appropriate federal act.

OBJECT DEFINITIONS:

- 1000 PERSONAL SERVICES** - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full and part-time work, including overtime, shift differential and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.) which are earned during the reporting period.
- 2000 EMPLOYEE BENEFITS** - Job related benefits provided employees is part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance, (life, health, disability income, etc.) and employee allowances.
- 3000 PURCHASED/CONTRACTUAL SERVICES** - Services acquired from outside sources (i.e., private vendors, public authorities or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.
- 4000 INTERNAL SERVICES** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services. Internal Services are defined as data processing, automotive/motor pool, central purchasing/central store, print shop, and risk management.
- 5000 OTHER CHARGES** – Include expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (Staff/Administration), office phone charges, training, leases/rental, indirect cost, and other.
- Note: Indirect cost cannot be claimed against capital outlay and equipment.*
- 6000 MATERIALS AND SUPPLIES** – **Not allowable under Perkins funding.**
- 7000 PAYMENT TO JOINT OPERATIONS** – For Annual School Reporting purposes only. (Not used in application budgets or request for reimbursements)
- 8000 CAPITAL OUTLAY/EQUIPMENT** -. Outlays that result in the acquisition of or addition to capitalized assets. Based on state Career and Technical Education regulations, all equipment purchased must fall under this object code definition.
- 9000 OTHER USES OF FUNDS** - Debt Service and fund transfers, used with governmental funds only (not used in application budgets or request for reimbursements).

Appropriate Use of Federal Funds

Section 135. Local Uses of Funds

- (a) **General Authority.** Each eligible recipient receiving funds under this part shall use such funds to improve vocational and technical education programs.
- (b) **Requirements for Uses of Funds.** (Virginia requires that localities fund professional development, activities for special populations, and one other required use before using funds for permissive uses.) Funds made available to eligible recipients under this part of the Perkins Act shall be used to support career and technical education programs that:
1. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in the section 122(c)(1)(A), to ensure learning in:
 - A. the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965) , and
 - B. career and technical education subjects;
 2. link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study;
 3. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
 4. develop, improve, or expand the use of technology in career and technical education, which may include:
 - A. training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
 - B. providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - C. encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
 5. provide professional development programs that are consistent the section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including:
 - A. in-service and preservice training on
 - i. effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - ii. effective teaching skills based on research that includes promising practices;
 - iii. effective practices to improve parental and community involvement; and
 - iv. effective use of scientifically based research and data to improve instruction;
 - B. support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - C. internship programs that provide relevant business experience; and
 - D. programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
 6. develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
 7. initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
 8. provide services and activities that are of sufficient size, scope, and quality to be effective; and
 9. provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
- (c) **Permissive.** Funds made available to an eligible recipient under this title may be used for the following:
1. to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
 2. to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that –
 - A. improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
 - B. provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
 3. for local education and business (including small business) partnerships, including for –
 - A. work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;

- B. adjunct faculty arrangements for qualified industry professionals; and
 - C. industry experience for teachers and faculty;
 - 4. to provide programs for special populations;
 - 5. to assist career and technical student organizations;
 - 6. for mentoring and support services;
 - 7. for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
 - 8. for teacher preparation programs that address the integration of academic and career and technical education and to assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
 - 9. to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
 - 10. to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including –
 - A. articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
 - B. postsecondary dual and concurrent enrollment programs;
 - C. academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
 - D. other initiatives –
 - i. to encourage the pursuit of a baccalaureate degree; and
 - ii. to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
 - 11. to provide activities to support entrepreneurship education and training;
 - 12. for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
 - 13. to develop and support small, personalized career-themed learning communities;
 - 14. to provide support for family and consumer sciences programs;
 - 15. to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
 - 16. to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);
 - 17. to support training and activities (such as mentoring and outreach) in non-traditional fields;
 - 18. to provide support for training programs in automotive technologies;
 - 19. to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include –
 - A. improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
 - B. establishing, enhancing, or supporting systems for –
 - i. accountability data collection under this Act; or
 - ii. reporting data under this Act;
 - C. implementing career and technical programs of study described in section 122(c)(1)(A); or
 - D. implementing technical assessments; and
 - 20. to support other career and technical education activities that are consistent with the purpose of this Act.
- (d) **Administrative Costs.** Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

LOCAL DIVISION ASSIGNMENTS

CONTACT INFORMATION: Anne Rowe, Cluster Coordinator Anne.Rowe@doe.virginia.gov 804-225-2838		CONTACT INFORMATION: George Willcox, Cluster Coordinator George.Willcox@doe.virginia.gov 804-225-2839	
Division Number	Division Name	Division Number	Division Name
001	Accomack County	002	Albemarle County
003	Alleghany County	004	Amelia County
005	Amherst County	007	Arlington County
006	Appomattox County	008	Augusta County
009	Bath County	013	Brunswick County
010	Bedford County	015	Buckingham County
011	Bland County	019	Charles City County
012	Botetourt County	020	Charlotte County
014	Buchanan County	022	Clarke County
016	Campbell County	025	Cumberland County
017	Caroline County	027	Dinwiddie County
018	Carroll County	029	Fairfax County
021	Chesterfield County	030	Fauquier County
023	Craig County	032	Fluvanna County
024	Culpeper County	033	Franklin County
026	Dickenson County	034	Frederick County
028	Essex County	039	Greene County
031	Floyd County	040	Greensville County
035	Giles County	041	Halifax County
036	Gloucester County	052	Lee County
037	Goochland County	053	Loudoun County
038	Grayson County	055	Lunenburg County
042	Hanover County	058	Mecklenburg County
043	Henrico County	060	Montgomery County
044	Henry County	062	Nelson County
045	Highland County	067	Nottoway County
046	Isle of Wight County	069	Page County
048	King George County	070	Patrick County
049	King & Queen County	071	Pittsylvania County
050	King William County	073	Prince Edward County
051	Lancaster County	074	Prince George County
054	Louisa County	077	Pulaski County
056	Madison County	078	Rappahannock County
057	Mathews County	080	Roanoke County
059	Middlesex County	081	Rockbridge County
063	New Kent County	082	Rockingham County
065	Northampton County	083	Russell County
066	Northumberland County	084	Scott County
068	Orange County	085	Shenandoah County
072	Powhatan County	086	Smyth County
075	Prince William County	090	Surry County
079	Richmond County	091	Sussex County
087	Southampton County	092	Tazewell County
088	Spotsylvania County	093	Warren County
089	Stafford County	094	Washington County

CONTACT INFORMATION: Anne Rowe, Cluster Coordinator Anne.Rowe@doe.virginia.gov 804-225-2838		CONTACT INFORMATION: George Willcox, Cluster Coordinator George.Willcox@doe.virginia.gov 804-225-2839	
Division Number	Division Name	Division Number	Division Name
095	Westmoreland County	096	Wise County
098	York County	097	Wythe County
102	Bristol City	101	Alexandria City
103	Buena Vista City	104	Charlottesville City
107	Covington city	106	Colonial Heights City
110	Fredericksburg City	108	Danville City
111	Galax City	109	Falls Church City
112	Hampton City	114	Hopewell City
113	Harrisonburg City	115	Lynchburg City
117	Newport News City	116	Martinsville City
118	Norfolk City	119	Norton City
121	Portsmouth City	120	Petersburg City
123	Richmond City	122	Radford City
127	Suffolk City	124	Roanoke City
128	Virginia Beach City	126	Staunton City
131	Williamsburg-James City County	130	Waynesboro City
136	Chesapeake City	132	Winchester City
142	Poquoson City	135	Franklin City
202	Colonial Beach	139	Salem City
207	West Point	143	Manassas City
302	Jackson River Technical Center	144	Manassas Park City
307	New Horizons Technical Center	301	Charlottesville-Albemarle Technical Ctr.
308	Pruden Center	304	Massanutten Technical Center
310	Northern Neck Technical Center	306	Valley Vocational Technical Center
900	Department of Correctional Education	309	Rowanty Technical Center
913	Virginia Community College System	311	Amelia-Nottoway Technical Center

ATTACHMENTS

CERTIFICATION FORMS

Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion – Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in the certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

Disclosure of Lobbying Activities
Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public disclosure)

1. Type of Federal Action: <div style="display: flex; justify-content: space-between;"> <div> _____ </div> <div> a. contract b. grants c. cooperative agreement d. loan e. loan guarantee f. loan insurance </div> </div>	2. Status of Federal Action: <div style="display: flex; justify-content: space-between;"> <div> _____ </div> <div> a. bid/offer/application b. initial award c. post-award </div> </div>	3. Report Type: <div style="display: flex; justify-content: space-between;"> <div> _____ </div> <div> a. initial filing b. material change </div> </div> For material change only: Year _____ quarter _____ Date of last report _____
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known Congressional District, if known:	5. If Reporting Entity in No. 4. is Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known:	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature:	
	Print Name:	
	Title:	
	Telephone No: _____ Date: _____	
Federal Use Only	Authorized for Local Reproduction Standard Form – LLL (Rev. 7-97)	

ASSURANCES – NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply as applicable, with the provisions of the Davis Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.

ASSURANCES – NON-CONSTRUCTION PROGRAMS

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968(16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133,"Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED

Local Plan
for
Career and Technical Education
Regional Centers
2008-2013

Virginia Department of Education

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INTRODUCTION

The new *Carl D. Perkins Career and Technical Education Act of 2006* (referenced from this point on as the “Perkins Act”) requires that each eligible recipient prepare a **Local Plan for Career and Technical Education** that includes specific information in the following three areas:

1. program and services descriptions,
2. required uses of funds, and
3. permissible uses of funds.

The format of the attached document (file) has been developed to help standardize and simplify these requirements. The legalistic nature of the actual legislative act requires considerable redundancy, which we have tried to limit or eliminate in order to save you time. However, the application does provide space where you should enter comments, additional categories, or narrative needed to describe or explain further your particular programs. Please provide a narrative for each schedule where requested. In general, each of the Act’s requirements is dealt with on a separate page. Please follow the specific instructions listed for each schedule.

Plan Due Date

The application for career and technical education federal funds for the years 2008-2013 and budget for 2008-2009 is due on May 23, 2008. Schedule IC is due on April 25, 2008.

Federal Grants

Under the provisions of the Perkins Act, all federal grants, as provided from the Basic Grant of the Perkins Act, must be distributed by formula. Application for this grant is made through the CTEMS document and meets all necessary conditions and assurances related to the use of these funds.

Basis for Determining 2008-2013

Grants made to local education agencies are determined by the following formula:

30 percent shall be allocated to such local educational agencies in proportion to the number of individuals in grades 9 through 12 (ages 15-19), inclusive, who reside in the school division served by such local education agency for the preceding fiscal year compared to the total number of such individuals who reside in the school divisions served by all local educational agencies in the state for such preceding fiscal year.

70 percent shall be allocated to such local educational agencies in proportion to the Census Bureau’s estimate of the relative number of children in poverty aged 5 through 17, inclusive, who reside in the school district served by such local educational agency compared to the total number of such individuals who reside in the school divisions served by all local educational agencies in the state for the most recent Census Bureau estimate.

Appropriate Use of Federal Funds

Section 135. Local Uses of Funds

- (a) General Authority – Each eligible recipient receiving funds under this part shall use such funds to improve career and technical education programs.

Program Improvement

As in prior Perkins Acts, Perkins IV does not identify “program improvement” nor was the past definition, in Perkins I, repealed; thus we must refer to previous legislation for a definition and guidance. In the August 14, 1992, Federal Register Part III 34 CFR Part 400, et al.: State Vocational and Applied Technology Education Programs and National Discretionary Programs of Vocational Education: Final Rule; Appendix A-Analysis of Comments and Changes, Part 403-State Vocational and Applied Technology Education Program, pages 36826-36827, you will find the Section titled “Improving Vocational Education” followed by “Comments and Discussion.”

The following statement appears under the discussion caption: “The Secretary believes that a State and its eligible recipients should have the flexibility to determine how funds awarded under 403.112, 403.113, or 403.116 will be used to ‘improve’ career and technical education programs for their students. The Secretary does not believe that it is possible to develop a definition of ‘program improvement’ that would apply in all cases. Thus, while a State is free to use the guidelines provided in the previous regulations implementing the previous act, they are not required to do so.”

Note. As a state agency, Virginia will continue to follow the guidelines provided in the previous Act. Those guidelines state that monies directed for program improvement cannot be used for more than three years on any one project or activity. The ACTE Audit Handbook, Revised Edition, page 19, makes the following statement on program improvement, “It is clear that you may not use federal funds to maintain the status quo. You would not be authorized to use the funds to pay instructors’ salaries to provide the same programs year after year.” In addition, the information on page 20 states that “In our view, useful guidance for defining program improvement may be obtained from the former Perkins Act regulations (401.59(c)). This regulation stipulates that any career and technical education project, service or activity not offered by the recipient during the instructional term preceding funding under this program may be considered a new, expanded, improved, modernized or developed project, service or activity and may be considered so for up to three years. An improved program is then eligible for three years of funding--the year of its inception and the two following years.” This information further reinforces the state’s decision to use Perkins guidelines in defining program improvement. Thus, following past practice, the Department will be consistent in decisions regarding program improvement.

The timeframe for the three-year rule for program improvement began with any programs, activities, or services provided through Perkins II funding and carries forward into Perkins IV. In other words, beginning July 1, 2006 with the implementation of Perkins IV, a locality would not be able to start over in counting the number of years that a program, activity, or service is funded. However, if a locality can demonstrate that it is fully meeting the performance measures and all other requirements of the Act, a waiver of the three-year program improvement rule can be requested through the CTE MS plan approval or amendment process.

Required and Permissive Use of Funds

A locality must fund:

- provide professional development programs (see page 45),
- provide activities to prepare special populations (see page 45), and
- one or more additional required use of funds before permissive items can be funded.

A minimum of 60 percent of Perkins Funds must be spent in required areas.

Detailed instructions for completing the document are provided. For assistance in completing this document, please refer to the list on pages 35-36 and contact the appropriate cluster coordinator listed for your division.

The completed application must be submitted to the address below no later than **May 23, 2008**. If you are unable to meet this deadline, a written or e-mailed request for an extension must be sent to the director, office of career and technical education, along with a projected date for submission of the plan at the address below:

Elizabeth M. Russell, Director
Office of Career and Technical Education Services
Virginia Department of Education
P. O. Box 2120
Richmond, VA 23218-2120
E-Mail: Elizabeth.Russell@doe.virginia.gov

No Perkins funds may be expended until your local plan and budget are approved.

SPECIAL NOTES

1. **Regional Career and Technical Centers**

Regional career and technical centers will not have to complete an application for federal career and technical funds. Funds will be distributed to local divisions in accordance with federal laws and regulations.

2. **Rounding Amounts**

Amounts may be rounded in this application; however, rounding may not be used in reporting actual expenditures.

3. **Accountability Report**

An accountability report will be required at the end of the fiscal period to report actual statistical and financial data for items included on CTEMS Schedules 2A and to report items of equipment purchased in whole or in part with federal funds.

4. **Prior-year data**

Prior-year data will serve as the basis for state or federal funding in the following categories:

SOQ Add-on	Adult Occupation Supplements
Federal Grants	Adult Occupation Teachers, Full-time
Extended Contracts	Adult Occupation Teachers, Part-time
Career and Technical Center Administrators (Principals and Assistant Principals)	

DIRECTIONS FOR COMPLETING THE LOCAL YEAR PLAN FOR CAREER AND TECHNICAL EDUCATION FUNDS

1. COVER PAGE

Fill in the name of the school division and the date.

2. LOCAL ASSURANCES/CERTIFICATION – SIGNATURE REQUIRED

Fill in the name of the school division. Review each statement of assurance and obtain the signature of the school board chairperson, division superintendent and career and technical administrator.

3. CTEMS SCHEDULES 1A – 1K, 1M-N, 1P

These schedules comply with federal Perkins Act provisions, which require descriptions to ensure the provision of career and technical education services. Please indicate in **narrative format** your division's practices, policies, or plans in response to each schedule.

Schedule 1A

Stakeholder Participation. Describe your local process for involving the required groups in the development, implementation, and evaluation of career and technical education programs.

Schedule 1B

Stakeholder Involvement and Chairperson Signature. Describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of local community colleges, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of this Act. Be sure to get the signatures of the advisory council chairperson and the career and technical administrator.

Schedule 1C

New Programs/Courses, Optional. Please complete for any new course offerings.
Due date is April 25, 2008.

Schedule 1C-1

Career Clusters: Career Pathway – Plan of Study. Please submit a minimum of one Career Cluster: Career Pathway - Plan of Study being offered in your division. **Due date is April 25, 2008 with completed Local Plan.**

Schedule 1D

Identification of Special Populations. List the number of individuals (K-12) eligible for services provided by the school division in each of the following special populations: economically disadvantaged, disabled, limited English proficient, single parents, nontraditional training and employment, and displaced homemakers.

Strategies to Overcome Barriers to Success/Access of Special Populations. Describe how you will annually review career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or success in the programs for special populations and provide programs designed to enable the special populations to meet the state adjusted levels of performance.

Non-discrimination Statement. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

Identification of Services. Check the appropriate services offered for each special population in your division. *Please note that child-care, special transportation, and special seminars for fathers, teens, e.g., are only available to single-parents, nontraditional, and displaced homemaker students.*

Schedule 1E

Strengthen/Improve Academic and Technical Knowledge and Skills. Provide details for each fiscal year from 2008-2013, on each of the activities that will be conducted in individual program areas. This should also include the program area checklist.

Schedule 1F

Understanding All Aspects of Industry (AAI). Provide details for each fiscal year 2008-2013 for your plan of activities to strengthen and improve your program(s) to provide students with experiences in and understanding of all aspects of industry. This should also include the program area checklist.

Schedule 1G

Expansion of Technology. Provide details for each fiscal year 2008-2013 on your plan of activities to strengthen/improve ways programs will develop, improve, or expand the use of technology. This should also include the program area checklist.

Schedule 1H

Professional Development. Provide details for each fiscal year 2008-2013 on your plan of activities to strengthen/improve ways you will provide professional development to teachers, counselors, and administrators associated with any of your career and technical programs. This should also include the program area checklist. Provide details on any locally sponsored staff development planned for the 2008-2009 fiscal year.

Schedule 1I – SIGNATURE REQUIRED

Evaluations. Describe how you will develop and implement evaluations of the career and technical education programs carried out under this Perkins Act, including an assessment of how the needs of special populations are being met. Be sure to obtain the signature of the division superintendent and career and technical administrator.

Schedule 1J

Improvement, Expansion and Modernization. Provide details for each fiscal year 2008-2013 on your plan of activities to strengthen/improve ways in which your school division will initiate, improve, expand, and modernize quality career and technical education programs. This should also include the program area checklist.

Schedule 1K

Utilization of Data. Describe how you will annually use the data provided for your school division on the State System of Performance Standards and Measures to improve career and technical education in your school division.

Schedule 1M

Secondary/Postsecondary Linkages. Provide details for each fiscal year 2008-2013 on your plan of activities to strengthen/improve ways/methods you are using to link secondary and postsecondary career and technical education programs. This should include the secondary/postsecondary checklist .

Schedule 1N

Equity Provisions of General Education Provision Act. Develop a brief plan stating steps that will be taken to ensure equitable access to, and equitable participation in the project or activity to be conducted with such assistance by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to

equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

Employment Counseling. Describe how the career guidance system provides employment counseling to furnish information on available employment opportunities to all students, including students who are disabled

Schedule 1P

Review of Labor Market Needs. Describe how labor market needs are reviewed and addressed to insure programs and courses offered meet the needs of your local school division.

4. CTEMS SCHEDULE 2A

Schedule 2A (State and Local Funds)

Administration

Line 1 and 2: Principals and Assistant Principals

Indicate the **TOTAL** projected costs of career and technical center administrators (principals and assistant principals) by category. Indicate projected state and local for each.

Extended Contracts, Adult Supplements, and Local Funds. (Documentation of local funds provides needed information for maintenance of effort by the locality.)

Line 3: Extended Contracts

Indicate the projected **TOTAL** costs, by state and local projected expenditures, for extended contracts (11-month, 12-month, and other) in all career and technical program areas.

Line 4: Adult Occupation Supplements

Indicate the projected **TOTAL** costs, by state and local projected expenditures, for adult supplements.

Line 5: Adult Occupation Teachers (Full-time)

Indicate the projected **TOTAL** costs, by state and local projected expenditures, for all full-time adult teachers.

Line 6: Adult Occupation Teachers (Part-time)

Indicate the projected **TOTAL** costs, by state and local projected expenditures, for all part-time adult teachers.

Line 7: Operational Costs (Local Funds)

Indicate the projected **TOTAL** local projected expenditures for salaries. Do **not** include extended contract supplements.

Line 8: Instructional Supplies and Materials (Local Funds)

Indicate the projected **TOTAL** local projected expenditures for instructional supplies and materials in 2008-2013.

Line 9: Other Instructionally Related Costs (Local Funds)

Indicate the projected **TOTAL** local projected expenditures for other instructionally related costs.

Line 10: Equipment (Local funds)

Indicate the projected **TOTAL** local projected expenditures for equipment.

5. **APPENDIX-Certification Forms**

Please sign and return with application.

**LOCAL PLAN
FOR
REGIONAL CENTERS
2008-2013**

REGIONAL CENTER

DATE SUBMITTED

LOCAL ASSURANCES

The _____ School Board hereby assures the Virginia Board of Education (State Board of Career and Technical Education) that:

1. Programs services, and activities included under this agreement will be operated in accordance with the *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV) and all applicable Virginia Public School Laws.
2. None of the funds made available under this Perkins Act (Perkins IV) will be used to provide funding under the Wagner-Peyser Act and Public Law 105-220. (Section 119(d)(1-2))
3. The applicant will submit descriptive and statistical reports containing complete, accurate, and reliable data that measure the progress of students, including special populations, as required by Perkins IV, the Education Improvement Act of 1984, and the State Department of Education. (Sec 122(c)13)
4. Students who participate in career and technical education programs will be taught the same challenging academic proficiencies as all other students. (Sec 134(b)3)
5. The applicant will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs. (Sec 134(b)3) and (Sec 135(b)7)
6. The applicant that receives funds under this part will use such funds to improve career and technical education programs. (Sec 135(a))
7. Funds made available under this Perkins Act for career and technical education activities will supplement and shall not supplant, non-federal funds expended to carry out career and technical education and tech prep activities. (Sec 311(a))
8. No funds received under the Perkins Act will be used to require any secondary school student to choose or pursue a specific career path or major or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Sec 314)
9. No funds received under this Perkins Act will be used to provide career and technical education programs prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. (Sec 315)
10. No funds provided under this Perkins Act will be used for the purpose of directly providing incentives or inducement to employers to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. (Sec 322)
11. Funds used under this Perkins Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel may, upon request, permit program participation by career and technical education teachers, administrators, and other personnel in non-profit private schools offering career and technical education programs located in the geographical area served by such agency or recipient. (Sec. 317)
12. None of the funds expended under Perkins IV will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit

to any organization representing the interest of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.

13. Programs funded under the Perkins Act will be coordinated with the local Workforce Investment Council to avoid duplication with Workforce Investment Act Title I programs, adult education, and other federal training programs (Section 118).
14. The local school division will use the state-provided career and technical program area competency list identified for each course to provide instruction for students and to rate the student's level of competency attainment.
15. The local school division shall:
 - a. identify the number of special population students enrolled in career and technical education programs;
 - b. assess the career and technical needs of the students identified as special populations; and
 - c. develop an adequate plan to provide supplementary services sufficient to meet the needs of such students.
16. This plan has been developed in consultation with the local career and technical education advisory council which is composed of members of the public, especially representatives from business, industry, and labor (if applicable), including appropriate representation of both sexes and the racial and ethnic minorities found in the school, community, or region and in consultation with teachers, parents, students, and interested community leaders.
17. Local programs of career and technical education shall be evaluated annually using the performance standards and measures as approved by the State Board of Education, and in compliance with the requirements of Section 113 of the *Carl D. Perkins Career and Technical Education Act of 2006*.
18. Equal opportunities in career and technical education programs will be provided to persons and without discrimination because of race, gender, religious preference, national origin, or disability.
19. Statistical, financial, and descriptive reports and data required by the Virginia Board of Education and/or the Virginia Department of Education with regard to career and technical education programs will be submitted as requested and within the specified timelines.
20. Procedures are in place to ensure that lists of essential competencies that are modified for students with Individualized Education Programs (IEPs) or Section 504 plans must, as a group, be selected so that student attainment of the modified list of essential competencies prepare the student for a job or occupation.
21. Career and technical services, programs, and activities will reflect labor market needs and student interest.
22. Career and technical student organizations will be an integral and active part of each career and technical program.
23. The local plan has been approved by the school board and will be implemented upon approval of the Virginia Department of Education.

CONDITIONS

1. An inventory of all equipment purchased in whole or part with federal funds provided by the State Board of Education will be maintained, and all such equipment will be available for use by students in the approved career and technical education program for which it was purchased.
2. Recipients of federal funding that plan to use any equipment purchased in whole or in part with federal funds provided by the State Board of Education in any program, project or activity other than the one for which it was originally purchased or who planned to dispose of or trade in such equipment must comply with the provisions of EDGAR.
3. Funds will not be expended in any manner other than as budgeted in the original plan or amended plan (if applicable).

In the event funds need to be expended (category or dollar amount) in any manner other than stipulated in this CTEMS plan, the eligible recipient must submit, in writing, a request to amend the CTEMS plan. This request must include an explanation of proposed changes along with a revised copy of Schedule 2B.

4. Perkins funds will not be expended prior to the receipt of a letter of approval for the original plan and/or the amended plan (if applicable).
5. The local plan shall be for the same period of time as the State Plan submitted under Section 122 (five-year plan).
6. The locality will not fund any project, service, or activity for more than three years, the year of its inception and the two following years, in order to meet the program improvement requirements of Perkins IV (See program improvement page iv of this document).
7. The locality will comply with certification regarding debarment, suspension, ineligibility, and voluntary exclusion – lower tier covered transactions (signature forms attached).
8. Career and technical education programs will operate consistently with all federal and state requirements and regulations.
9. Reports and other information required by the State Board of Education will be submitted within the dates and timelines established, and documentation will be maintained for five years.
10. Reimbursement requests from school divisions will not be processed for those school divisions that have outstanding data and/or reports required by federal legislation, state legislation, or the Board of Education.

CERTIFICATION

The eligible recipient does hereby certify that the assurances and conditions stipulated in this plan will be complied with in providing programs and activities for career and technical education and that funds will be used as stipulated in the approved plan.

School Board Chairperson (Signature)

Date

Division Superintendent (Signature)

Date

**PERFORMANCE ASSESSMENT
(Annual Submission Required)**

Performance assessment will be done in conjunction with participating school divisions with the exception of applicable regional center standards.

SCHOOL DIVISION: _____

Complete the information below. Your local plan should reflect activities/projects that address Perkins Performance Standards and Virginia Performance Standards that have not improved or that do not meet the state-level Perkins Performance Standards. This information will be used to determine the need for technical assistance and/or on-site Perkins evaluation visits. This replaces the Local Improvement Plan and may become a factor in determining local Federal Program Monitoring visits.

Since 2007- 2008 is the first year under Perkins IV, the Negotiated Local Level for each performance standard will be the result of your 2006 – 2007 report plus .5 percent. In future years, as additional results are obtained for the new performance standards this formula for negotiation will be modified.

This is your minimum goal for the coming year. Each division must be working towards meeting or exceeding the state adjusted level of Perkins Performance Standards.

Performance Standards	2007-2008	2008 – 2009 Negotiated Local Level Performance Standard (percentage)
PERKINS		
1S1 Academic Attainment – Reading/Language Arts		
1S2 Academic Attainment – Mathematics		
2S1 Technical Skills Attainment		
3S1 Secondary School Completion		
4S1 - Student Graduation Rates		
5S1 - Secondary Placement		
6S1 - Nontraditional Participants		
6S2 – Nontraditional Completion		

PERFORMANCE ASSESSMENT, Continued

SCHOOL DIVISION: _____

Performance Standards	2007-2008	2008 – 2009 Negotiated Local Level Performance Standard (percentage)
VIRGINIA		
Completer		
Employee Satisfaction		
Employer Satisfaction		

Status of Local Performance Standards

- Number of performance standards/elements not met for first time: _____. Explain why you did not meet each of these.
- Number of performance standards/elements not met for two years: _____. Explain why you did not meet each of these and what was done in prior years to improve the performance.
- Number of performance standards/elements not met for three years: _____. Explain why you did not meet each of these and what was done in prior years to improve the performance.

PERFORMANCE ASSESSMENT, Continued

SCHOOL DIVISION: _____

Use of Perkins Funds

Required Use of Funds:

- Number of required items identified beyond the two Virginia requirements for professional development and activities for special populations: _____
- Number of required items that address improvement of Perkins Performance Standards that do not meet the state adjusted level of performance: _____

Permissive Use of Funds:

- Number of permissive items identified: _____

Utilization of Grants (For example: HSTW or PLTW.)

- Has the school division applied for one or more grants in prior years? Yes _____ No _____
- If yes, has the school division used at least 95 percent of the funds awarded for the project? Yes _____ No _____
- If yes, are the activities being funded approved activities consistent with the intent of the grant? Yes _____ No _____

**Career and Technical Education Administrator
(Signature)**

Date

Division Superintendent (Signature)

Date

STATE USE ONLY

_____ Division Local Plan identifies activities/projects for program improvement and resources to be used.

_____ Technical Assistance required.

On-site visit required: Yes _____ No _____ Date of Visit: _____

REGIONAL CENTER: _____

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1A
Local Plan Requirement and Stakeholder Participation
2008-2013 Plan

Section 134(a) and Section 135 (c)(1). The local plan shall be for the same period of time as the State Plan submitted under Section 122. ***Please check the types of involvement each of the groups below have had in the development of your local plan.***

Check (✓)	I for supplied information, C for provided substantive consultation, R for reviewed and critiqued the plan or sections of the plan or N for no involvement
-----------	---

(Check more than one letter, if appropriate.)

GROUPS	I	C	R	N
Representatives of business/industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representatives of labor (if applicable) N/A <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representatives of special populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representatives of local community colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe how the required respective groups were involved in the development and implementation of your local plan for 2008-2013.

Describe how the required respective groups were involved in the evaluation of your career and technical education programs, utilizing data from prior year(s) and/or any local evaluations that may have been conducted during the current year.

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1B
STAKEHOLDER INVOLVEMENT
2008-2013 Plan**

Section 134(b)(5) and Section 135(c)(1). Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this Act, and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of this title, including career and technical programs of study.

The local advisory committee for career and technical education **must** be involved in the development, implementation, and evaluation of career and technical education programs. The advisory committee, which meets regularly, is a group of persons representing business, industry, labor (if applicable), public agencies, education, and the community for the purpose of providing counsel, direction, and assistance to career and technical education.

Note. The local advisory council may be used for this purpose if membership is expanded to include membership from the following groups: parents, students, teachers, representatives of business and industry, labor organizations, representatives of local community colleges, representatives of special populations, and other interested individuals. Other persons may be asked to participate at the discretion of the eligible recipient. Ex-officio members should include career and technical administrators.

List below those persons on the local advisory committee who have been appointed to serve in the development, implementation, and evaluation of career and technical education programs (attach additional pages, if necessary).

Group ID Letter:	<u>P</u>	for parents	<u>B&I</u>	for representatives of business and industry
	<u>S</u>	for students	<u>CC</u>	for representatives of local community colleges
	<u>T</u>	for teachers	<u>SP</u>	for representatives of special populations
	<u>L</u>	for labor organizations	<u>O</u>	for other interested individuals

NAME/TITLE OR POSITION	NAME OF COMPANY/BUSINESS/ORGANIZATION	GROUP ID LETTER
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1B (continued)
STAKEHOLDER INVOLVEMENT
2008-2013 Plan**

Describe how members of the career and technical education advisory committee and the stakeholder participants involved in the development of the plan are annually informed about and assisted in the understanding of the Act, and list activities planned in which the stakeholders will be involved for the 2008-2013 school year.

The assurance of the involvement of the local advisory committee must be signed by the Advisory Council Chairperson and the Career and Technical Administrator.

I certify that this advisory committee met and was consulted in the development of this plan, will provide assistance in the implementation of this plan, and will assist in the evaluation of career and technical education.

Advisory Council Chairperson (Signature)

Date

Career and Technical Administrator (Signature)

Date

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1C
APPLICATION FOR NEW CAREER AND TECHNICAL EDUCATION PROGRAM/COURSE
2008-2013 Plan

INSTRUCTIONS/PROCEDURES – DUE ON APRIL 25, 2008.

1. Submit a copy of this application by April 25, 2008 if adding new programs/courses.
2. Complete a separate application for each new program or course.
3. Contact the program specialist for assistance if the program or course is different from State guidelines.

I. CONTENT AREA

- | | |
|--|---|
| <input type="checkbox"/> Agricultural Education | <input type="checkbox"/> Family & Consumer Sciences |
| <input type="checkbox"/> Business & Information Technology | <input type="checkbox"/> Technology Education |
| <input type="checkbox"/> EFE | <input type="checkbox"/> Trade and Industrial Education |
| <input type="checkbox"/> Health and Medical Sciences | <input type="checkbox"/> Career Connections |
| <input type="checkbox"/> Marketing | <input type="checkbox"/> Other (specify) _____ |

II. PROGRAM/COURSE INFORMATION (Use state title and course code.)

A. Program/Course identification and location

Title _____	Course Code _____
<i>(NOTE: Use program/course title and code as it appears in <u>CTERS USERS' MANUAL</u>.)</i>	

Length of course _____ Grade level to be served _____

School(s)/facility where offered _____

Date of implementation _____

B. Person responsible for administering the program

_____ Name	_____ Title
---------------	----------------

C. Will the program follow the description in the CAREER AND TECHNICAL EDUCATION INSTRUCTIONAL PLANNING GUIDE? If no, describe changes/additions. (Please attach.)

☐ Yes ☐ No

D. Please note, Competency Based Education (CBE) is a requirement. Will you use the State course outlines and/or recommended competencies for this program/course? If no, describe modifications. (Please attach.)

☐ Yes ☐ No

E. Data on student interest for this program/course must be provided. (Please attach.)

F. Will teacher have the correct endorsement for the program/course?

☐ Yes

☐ No

G. Will this course be part of a program sequence? **(If not, please provide justification.)**

H. Data on labor market and/or employment needs for this program/course must be provided. **[Please attach. Regional and state data may be obtained from the following Web sites: <http://www.careerprospects.org/Statistics/Statistics.html> or <http://www.careerconnect.state.va.us/>.]**

The locality assures that the program/course will operate consistent with current Career and Technical Education Regulations.

Division Superintendent (Signature)

Date

FOR STATE USE ONLY

This application for a new program/course is approved consistent with the requirements of The Virginia Standards of Quality.

REVIEWED BY: _____
Program Specialist (Signature)

Date

APPROVED BY: _____
State Director/Designee (Signature)

Date

**SCHEDULE 1C-1
APPLICATION FOR LOCAL CAREER CLUSTER
2008-2013 Year Plan**

INSTRUCTIONS/PROCEDURES

DIVISION NAME: _____

- By the beginning of the 2012-2013 school year, local school divisions must have in place at least one career pathway representing each program area offered. Programs of Study must be submitted annually until all applicable career pathways have been identified and implemented. (*Section 134(b)(3)(A) and Section 135(b)*). The school division may submit more than one Career Clusters: Career Pathways - Programs of Study per year, if it so chooses. Programs of Study must be attached to Schedule 1-C-1. Each career pathway must have the appropriate *Program of Study*.

SUMMARY OF PREVIOUSLY APPROVED PROGRAMS OF STUDY

CLUSTER	PATHWAY	YEAR SUBMITTED	LOCAL OR STATE TEMPLATE (Please indicate which is being used.)
Example: Science, Technology, Engineering, and Mathematics	Engineering and Technology	2007-2008	Local

I. CLUSTER AREAS

- | | |
|--|--|
| <input type="checkbox"/> Agriculture, Food, & Natural Resources | <input type="checkbox"/> Architecture & Construction |
| <input type="checkbox"/> Arts, A/V Technology & Communications | <input type="checkbox"/> Business, Management, & Administration |
| <input type="checkbox"/> Education & Training | <input type="checkbox"/> Finance |
| <input type="checkbox"/> Government & Public Administration | <input type="checkbox"/> Health Science |
| <input type="checkbox"/> Hospitality & Tourism | <input type="checkbox"/> Human Services |
| <input type="checkbox"/> Information Technology | <input type="checkbox"/> Law, Public Safety, Corrections, & Security |
| <input type="checkbox"/> Manufacturing | <input type="checkbox"/> Marketing, Sales, & Service |
| <input type="checkbox"/> Science, Technology, Engineering, & Mathematics | <input type="checkbox"/> Transportation, Distribution, & Logistics |

II. CAREER CLUSTER INFORMATION

- For each career cluster identified above, list the career pathways in that cluster that will be offered in your schools or center CTE program, and identify whether the program will use state *Programs of Study* for each pathway or locally-developed *Programs of Study*. All Programs of Study must be attached to Schedule 1-C-1. All *Programs of Study* must include Items 1, 2, 3, 4, 6, and 7 of the following components and you are encouraged to include Item 5. (*Section 134(b)(3)(B-E)*.)

**SCHEDULE 1C-1
APPLICATION FOR LOCAL CAREER CLUSTER
2008-2013 Year Plan**

PROGRAMS OF STUDY SUBMITTED FOR 2008 – 2009 LOCAL PLAN

CLUSTER	PATHWAY	LOCAL OR STATE TEMPLATE (Please indicate which is being used.)
Example: Science, Technology, Engineering, and Mathematics	Engineering and Technology	Local

1. Improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in –
 - i. the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - ii. career and technical education subjects.*
2. Provide students with strong experience in, and understanding of, all aspects of an industry.
3. Ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.
4. Encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965).*
5. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits elements (This may be shown through either a statewide or locally-developed articulation agreement or Tech Prep articulation agreement or an individual local education agency agreement with a community college/college/university).
6. Must lead to a high school diploma and, if applicable, an industry certification/state licensure/NOCTI assessment at the secondary level and to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.*
7. All Programs of Study templates must include all elements shown in the state template.*

*** Required**

** If any courses described in the *Program of Study* above are new (never offered before in the division), CTEMS Schedules 1C must be completed for each new course and submitted by April 25, 2008.

**SCHEDULE 1C-1
APPLICATION FOR LOCAL CAREER CLUSTER
2008-2013 Year Plan**

B. Person(s) responsible for administering the career cluster programs

Secondary: Name/Title	Signature	Date
Postsecondary: Name/Title	Signature	Date

FOR STATE USE ONLY

This application for a new career cluster is approved consistent with the requirements of *Carl D. Perkins Career and Technical Education Act of 2006*.

REVIEWED BY:

Program Specialist(s) or Cluster Coordinator (Signature)	Date
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APPROVED BY:

State Director/Designee (Signature)	Date
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SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1D
Special Populations Report
2008-2013 Plan**

- A. State the number of economically disadvantaged, disabled, limited English proficient (LEP), migrant, single-parent, nontraditional, and displaced-homemaker students eligible for services provided by your school division.

Number of Economically Disadvantaged (including foster children)	Number of Disabled	Number of Limited English Proficient	Number of Migrant	Number of Single-parent (including single pregnant women)	Number of Non-traditional Training and Employment	Number of Displaced-homemakers

- B. **Section 134 (b)(8)(A) and Section 135(b)(9)and (c)(4)and (c)(14, 16 and 17).**
Describe how you will annually review career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations.

C. **Section 134 (b)(8)(A) and Section 135(b)(9)and (c)(4)and (c)(17).** Describe how you will annually provide programs designed to enable the special populations to meet the state adjusted levels of performance.

D. **Section 134 (b)(9) and Section 135(b)(9)and (c)(4).** Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

E. Section 134(b)(8)(C) and (b)(10) and Section 135(b)(9) and (c)(4) and (c)(17).
Provide activities/services to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

SERVICES PROVIDED	DISADVANTAGED	DISABLED	LEP	MIGRANT	SINGLE-PARENTS	NONTRADITIONAL	DISPLACED HOMEMAKERS
Supplemental basic academic instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental social growth activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low-level, high-interest reading materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional or teacher aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation for work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work-study programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systematic tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coop education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job placement and follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job-coach and job-transition services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career and technical assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work-site visitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CTE student organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child-care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special seminars for fathers, teens, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please indicate if non-federal funds, in whole or in part, are used to support any of the above services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1E
Strengthen/Improve Academic and Technical Skills
2008-2013 Plan

Section 134(b)(3)(B,D,E) and Section 135(b)(1)(A,B) and (c)(12). Please follow the directions below to show how you strengthen/Improve the academic and technical skills of students participating in career and technical education programs.

Directions

For each of your Perkins supported programs, place a check (√) by each activity that applies to that program and that is intended to improve the academic and technical skills of students participating in that program. For example, if “Using academic/career and technical team teaching” is designed to improve the academic and technical skills of students in Agriculture, place a (√) in the block marked “Using academic/career and technical team teaching” under Agriculture.

ACTIVITIES	DIVISION PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
a. Integrating academics with career and technical education programs to ensure learning in the core academic and career and technical subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing a coherent sequence of courses to ensure learning in the core academic and career and technical subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Developing and using academic and career and technical collaborative lesson plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Using academic/career and technical team teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Providing dual credit options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Providing joint academic/career and technical instructional assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Planning joint academic/career and technical field trips to business/industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Providing a senior research project with both academic and career and technical education components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1E (continued)
Strengthen/Improve Academic and Technical Skills
2008-2013 Plan

Section 134(b)(3)(B, D, E) and Section 135(b)(1)(A,B) and (c)(12). Provide details, for each fiscal year, on each of the activities that will be conducted in individual program areas that are intended to strengthen/improve the academic and technical knowledge and skills of participating students.

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1F
All Aspects of Industry
2008-2013 Plan**

Section 134(b)(3)(C) and Section 135(b)(3) and (c)(6 and 11). Provide students with experience in and understanding of all aspects of an industry.

Directions

For each of your Perkins supported programs, place a check (✓) by every activity that applies to that program and provides students with experience in and understanding of all aspects of an industry.

ACTIVITIES	YOUR PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
a. Career and technical curriculum frameworks reviewed by career/technical advisory committee to ensure that the local curriculum provides students with experience in and understanding of all aspects of an industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Work-site experiences provided:								
Co-op	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shadowing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participation of Business/Industry Reps								
Mentoring opportunities provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shadowing opportunities provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business/industry tours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1F (continued)
All Aspects of Industry
2008-2013 Plan

Section 134(b)(3)(C) and Section 135(b)(3) and (c)(6 and 11). Provide details, for each fiscal year, on your plan of activities to strengthen/improve your program(s) in providing students with experiences in and understanding of all aspects of an industry.

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1G
Technology in Career and Technical Education
2008-2013 Plan

Section 135(b)(4 and 7) and (c)(9 and 12). Develop, improve, or expand the use of technology in career and technical education.

Directions

For each of your Perkins supported programs, place a check (✓) after any activity you will use in that program to develop, improve, or expand the use of technology.

ACTIVITIES	YOUR PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
a. Train career and technical personnel to use state-of-the-art technology, which may include distance learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Include academic and career and technical skills that lead to entry into high-tech and communications fields.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Work with high-tech industries to offer volunteer internship, mentoring, shadowing, and/or cooperative education experience(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provide technology applications in classroom instruction (including computer applications).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Verify that instructional personnel demonstrate proficiency in Virginia Technology Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Provide students with the academic and career/technical skills that lead to entry into the high-technology and telecommunication fields.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1G (continued)
Technology in Career and Technical Education
2008-2013 Plan

Section 135(b)(4 and 7) and (c)(9 and 12). Provide details, for each fiscal year, on your plan of activities to strengthen/improve ways programs will develop, improve, or expand the use of technology.

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1H
Professional Development Provided
2008-2013 Plan

Section 134(b)(4) and Section 135(b)(5) and (c)(8, 16 and 19). Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development). **Section 134(b)(12)(A and B).** Describe efforts to improve (A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and (B) the transition to teaching from business and industry.

Directions

For each of your Perkins supported programs, place a check (✓) after any activity you will use to provide professional development to teachers, counselors or administrators associated with that program.

ACTIVITIES	YOUR PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
a. In-service and preservice professional development on:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training for guidance on (1) career clusters, career pathways, and career assessment; and (2) implementation of Programs of Study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects as defined in section 9101 of the ESEA of 1965); and career and technical education subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ACTIVITIES	YOUR PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
Appropriate postsecondary courses and/or workshops for teachers with provisional licenses and/or career switchers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State-of-the-art career/technical programs and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective teaching skills based on research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective practices to improve parental and community involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for National Board Certification to provide teachers access to Virginia incentives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Programs for teachers and other school personnel to ensure they remain current with all aspects of an industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participate in regional, state, and college teacher placement job fairs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Offer Virginia Teachers for Tomorrow (Teacher cadet) program for secondary students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Business/industry internship programs for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Programs to train teachers specifically in the use and application of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1H (continued)
Professional Development Provided
2008-2013 Plan

Section 134(b)(4) and Section 135(b)(5) and (c)(8, 16 and 19). Provide details, for each fiscal year, on your plan of activities to strengthen/improve ways you will provide professional development to teachers, counselors, or administrators associated with any of your career and technical programs.

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1H (continued)
Professional Development Provided
2008-2013 Plan

Directions

For each of your Perkins supported programs, place a check (✓) after any activity you will use to provide comprehensive professional development to teachers, counselors or administrators associated with that program.

ACTIVITIES	YOUR PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
Note. All professional development provided must meet requirements for professional development as identified in Perkins IV.								
a. State conferences, institutes, or workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. National conferences, institutes, or workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Local conferences, institutes, or workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. State professional organization conferences, institutes, or workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Internship in industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 11
Evaluation of Career and Technical Education Programs
2008-2013 Plan

Section 134(b)(7) and Section 135(b)(6). Develop and implement evaluations of the career and technical education programs carried out with funds under this Act, including an assessment of how the needs of special populations are being met.

Please check (✓) blanks, all required.

- ☐ We agree to implement and participate annually in the state system of Performance Standards and Measures for career and technical education programs.
- ☐ We agree to review annually the performance of special needs populations measured by the state system of Performance Standards and Measures to ensure that their needs are being met.
- ☐ The state system of Performance Standards and Measures will be used to evaluate the annual performance of career and technical education programs for the school division.
- ☐ Utilization of Perkins funds will be determined by Performance Standards or sub-groups that are below state standards.

Career and Technical Administrator (Signature)

Date

Superintendent (Signature)

Date

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1J
Quality Career and Technical Education Programs
2008-2013 Plan

Section 134(b)(6) and Section 135(b)(4,7 and 12). Initiate, improve, expand, and modernize quality career and technical education programs.

Directions

For each of your Perkins supported programs, place a check (✓) after any activity you will use to initiate, improve, expand, or modernize that particular program.

ACTIVITIES	YOUR PROGRAMS							
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	HEALTH AND MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION	FAMILY & CONSUMER SCIENCES
a. Revise/update curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Revise/update instructional materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Obtain input from business/industry/community representatives to improve/modernize program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Modernize program offerings in occupational area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Conduct labor market analysis related to area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Conduct community surveys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Initiate new program(s) or courses based on labor market needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Expand career and technical program offerings to provide greater student choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Incorporate technology applications in the classroom/lab.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Certify teachers in industry or professional/trade association.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Incorporate industry or professional/trade association certification standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Provide training in high tech or telecommunications occupations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1J (continued)
Quality Career and Technical Education Programs
2008-2013 Plan

Section 134(b)(3)(6) and Section 135(b)(4,7 and 12). Provide details, for each fiscal year, on your plan of activities to strengthen/improve ways in which your school division will initiate, improve, expand and modernize quality career and technical education programs

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1K
Using Data to Improve Career and Technical Education
2008-2013 Plan

Section 134(b)(7) and Section 135(b)(6). Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient using the data provided for your school division on the State System of Performance Standards and Measures to improve career and technical education in your school division.

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1M
Link Secondary/Postsecondary Career and Technical Education
2008-2013 Plan

Section 134(b)(11) and Section 135(b)(2) and (c)(10 and 16). Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.

Directions

Place a check (✓) in the blank for each option you have implemented to facilitate linkage between and transition from secondary to postsecondary programs.

☐ Career Pathways: Programs of Study (list Clusters/Career Pathways used).

☐ Career assessment programs (please indicate programs, i.e., Kuder, that you are using).

☐ Career and academic counseling/coaching.

☐ Career fairs and placement services.

☐ High Schools that Work (Specify schools participating.)

☐ Tech Prep (Specify programs involved.)

☐ Dual Enrollment Options (Specify courses/programs.)

☐ Other Postsecondary Credit Programs (Please list those other than Tech Prep and Dual Enrollment.)

☐ Other (specify)

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1M (continued)
Link Secondary/Postsecondary Career and Technical Education
2008-2013 Plan

Provide additional details, for each fiscal year from 2008-2013, that support activities listed above.

2008-2009

2009-2010

2010-2011

2011-2012

2012-2013

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1N
Equity Provisions of General Education Provision Act
2008-2013 Plan

Section 134 (b)(8, 9, 10, and 12). Develop a brief plan stating steps that will be taken annually to ensure equitable access to, and equitable participation in the project or activity to be conducted with such assistance by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

SCHOOL DIVISION: _____

CTEMS SCHEDULE 1N (Continued)
Employment Counseling
2008-2013 Plan

Section 134(b)(11) and Section 135(c)(2). Describe how the career guidance system provides employment counseling to furnish information on available employment opportunities to all students, including students who are disabled.

SCHOOL DIVISION: _____

**CTEMS SCHEDULE 1P
Labor Market Needs
2008-2013 Plan**

Describe how labor market needs are reviewed and addressed to insure programs and courses offered meet the needs of your regional center.

SCHOOL DIVISION: _____

**CTEMS 2A - CAREER AND TECHNICAL EDUCATION FINANCIAL AND
STATISTICAL DATA
2008-2009 Plan**

ADMINISTRATION		
Funding Categories	State	Local
1. Career and Technical Center Administrator/Principal (includes Special Career and Technical Centers)		
2. Assistant Principal (includes Special Career and Technical Centers)		
EXTENDED CONTRACTS, ADULT SUPPLEMENTS		
Funding Categories	State	Local
3. Extended Contract Costs		
4. Adult Occupation Supplements		
5. Adult Occupation Teachers (Full-time)		
6. Adult Occupation Teachers (Part-time)		
LOCAL FUNDS ONLY		
Funding Categories	Amount	
7. Operational Costs (other than Categorical): Teachers' Salaries Less Extended Contract Costs		
8. Instructional Supplies/Materials		
9. Other Instructionally Related Costs		
10. Equipment		

Appropriate Use of Federal Funds

Section 135. Local Uses of Funds

- (a) **General Authority.** Each eligible recipient receiving funds under this part shall use such funds to improve vocational and technical education programs.
- (b) **Requirements for Uses of Funds.** (Virginia requires that localities fund professional development, activities for special populations, and one other required use before using funds for permissive uses.) Funds made available to eligible recipients under this part of the Perkins Act shall be used to support career and technical education programs that:
- strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in the section 122(c)(1)(A), to ensure learning in:
 - the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965), and
 - career and technical education subjects;
 - link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study;
 - provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
 - develop, improve, or expand the use of technology in career and technical education, which may include:
 - training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
 - providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
 - provide professional development programs that are consistent the section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including:
 - in-service and preservice training on
 - effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - effective teaching skills based on research that includes promising practices;
 - effective practices to improve parental and community involvement; and
 - effective use of scientifically based research and data to improve instruction;
 - support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - internship programs that provide relevant business experience; and
 - programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
 - develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
 - initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
 - provide services and activities that are of sufficient size, scope, and quality to be effective; and
 - provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
- (c) **Permissive.** Funds made available to an eligible recipient under this title may be used for the following:
- to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
 - to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that –
 - improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
 - provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
 - for local education and business (including small business) partnerships, including for –
 - work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;

- B. adjunct faculty arrangements for qualified industry professionals; and
 - C. industry experience for teachers and faculty;
 - 4. to provide programs for special populations;
 - 5. to assist career and technical student organizations;
 - 6. for mentoring and support services;
 - 7. for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
 - 8. for teacher preparation programs that address the integration of academic and career and technical education and to assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
 - 9. to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
 - 10. to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including –
 - A. articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
 - B. postsecondary dual and concurrent enrollment programs;
 - C. academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
 - D. other initiatives –
 - i. to encourage the pursuit of a baccalaureate degree; and
 - ii. to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
 - 11. to provide activities to support entrepreneurship education and training;
 - 12. for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
 - 13. to develop and support small, personalized career-themed learning communities;
 - 14. to provide support for family and consumer sciences programs;
 - 15. to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
 - 16. to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);
 - 17. to support training and activities (such as mentoring and outreach) in non-traditional fields;
 - 18. to provide support for training programs in automotive technologies;
 - 19. to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include –
 - A. improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
 - B. establishing, enhancing, or supporting systems for –
 - i. accountability data collection under this Act; or
 - ii. reporting data under this Act;
 - C. implementing career and technical programs of study described in section 122(c)(1)(A); or
 - D. implementing technical assessments; and
 - 20. to support other career and technical education activities that are consistent with the purpose of this Act.
- (d) **Administrative Costs.** Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

LOCAL DIVISION ASSIGNMENTS

CONTACT INFORMATION: Anne Rowe, Cluster Coordinator Anne.Rowe@doe.virginia.gov 804-225-2838		CONTACT INFORMATION: George Willcox, Cluster Coordinator George.Willcox@doe.virginia.gov 804-225-2839	
Division Number	Division Name	Division Number	Division Name
001	Accomack County	002	Albemarle County
003	Alleghany County	004	Amelia County
005	Amherst County	007	Arlington County
006	Appomattox County	008	Augusta County
009	Bath County	013	Brunswick County
010	Bedford County	015	Buckingham County
011	Bland County	019	Charles City County
012	Botetourt County	020	Charlotte County
014	Buchanan County	022	Clarke County
016	Campbell County	025	Cumberland County
017	Caroline County	027	Dinwiddie County
018	Carroll County	029	Fairfax County
021	Chesterfield County	030	Fauquier County
023	Craig County	032	Fluvanna County
024	Culpeper County	033	Franklin County
026	Dickenson County	034	Frederick County
028	Essex County	039	Greene County
031	Floyd County	040	Greensville County
035	Giles County	041	Halifax County
036	Gloucester County	052	Lee County
037	Goochland County	053	Loudoun County
038	Grayson County	055	Lunenburg County
042	Hanover County	058	Mecklenburg County
043	Henrico County	060	Montgomery County
044	Henry County	062	Nelson County
045	Highland County	067	Nottoway County
046	Isle of Wight County	069	Page County
048	King George County	070	Patrick County
049	King & Queen County	071	Pittsylvania County
050	King William County	073	Prince Edward County
051	Lancaster County	074	Prince George County
054	Louisa County	077	Pulaski County
056	Madison County	078	Rappahannock County
057	Mathews County	080	Roanoke County
059	Middlesex County	081	Rockbridge County
063	New Kent County	082	Rockingham County
065	Northampton County	083	Russell County
066	Northumberland County	084	Scott County
068	Orange County	085	Shenandoah County
072	Powhatan County	086	Smyth County
075	Prince William County	090	Surry County
079	Richmond County	091	Sussex County
087	Southampton County	092	Tazewell County
088	Spotsylvania County	093	Warren County
089	Stafford County	094	Washington County

CONTACT INFORMATION: Anne Rowe, Cluster Coordinator Anne.Rowe@doe.virginia.gov 804-225-2838		CONTACT INFORMATION: George Willcox, Cluster Coordinator George.Willcox@doe.virginia.gov 804-225-2839	
Division Number	Division Name	Division Number	Division Name
095	Westmoreland County	096	Wise County
098	York County	097	Wythe County
102	Bristol City	101	Alexandria City
103	Buena Vista City	104	Charlottesville City
107	Covington city	106	Colonial Heights City
110	Fredericksburg City	108	Danville City
111	Galax City	109	Falls Church City
112	Hampton City	114	Hopewell City
113	Harrisonburg City	115	Lynchburg City
117	Newport News City	116	Martinsville City
118	Norfolk City	119	Norton City
121	Portsmouth City	120	Petersburg City
123	Richmond City	122	Radford City
127	Suffolk City	124	Roanoke City
128	Virginia Beach City	126	Staunton City
131	Williamsburg-James City County	130	Waynesboro City
136	Chesapeake City	132	Winchester City
142	Poquoson City	135	Franklin City
202	Colonial Beach	139	Salem City
207	West Point	143	Manassas City
302	Jackson River Technical Center	144	Manassas Park City
307	New Horizons Technical Center	301	Charlottesville-Albemarle Technical Ctr.
308	Pruden Center	304	Massanutten Technical Center
310	Northern Neck Technical Center	306	Valley Vocational Technical Center
900	Department of Correctional Education	309	Rowanty Technical Center
913	Virginia Community College System	311	Amelia-Nottoway Technical Center

ATTACHMENTS

CERTIFICATION FORMS

Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion – Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in the certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

Disclosure of Lobbying Activities
Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public disclosure)

1. Type of Federal Action: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>_____</p> <p>a. contract b. grants c. cooperative agreement d. loan e. loan guarantee f. loan insurance</p> </div> <div style="width: 45%;"> <p>_____</p> <p>a. bid/offer/application b. initial award c. post-award</p> </div> </div>	2. Status of Federal Action: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>_____</p> <p>a. bid/offer/application b. initial award c. post-award</p> </div> <div style="width: 45%;"> <p>_____</p> <p>a. initial filing b. material change</p> </div> </div>	3. Report Type: <p>For material change only: Year _____ quarter _____ Date of last report _____</p>
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known Congressional District, if known:	5. If Reporting Entity in No. 4. is Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known:	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature:	
	Print Name:	
	Title:	
	Telephone No: _____ Date: _____	
Federal Use Only	Authorized for Local Reproduction Standard Form – LLL (Rev. 7-97)	

ASSURANCES – NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply as applicable, with the provisions of the Davis Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.

ASSURANCES – NON-CONSTRUCTION PROGRAMS

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968(16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133,"Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED

Standard Form 424B (Rev. 7-97) Back

COVER SHEET

APPENDIX C

PART III VCCS PLAN 2008-2013

TEMPLATE

The VCCS is currently working with USDOE consultants on Performance Standard Measures. Upon completion their local plan will be updated to reflect.

APPENDIX D

CAREER AND TECHNICAL EDUCATION STATE PLAN REVIEW COMMITTEE (Committee Contact Information, Meeting Agendas, Minutes, Relevant E-Mails)

May 17, 2007

<Name>
<Address>
<Address>
<City, State, Zip>

Dear <Name>:

Thank you for accepting the nomination to serve on the *Carl D. Perkins Career and Technical Education Act of 2006* State Plan Review Committee. As a representative of one of the identified stakeholders named in the Act, you will help Virginia develop a comprehensive state plan to guide the growth and successful management of Career and Technical Education programs at the secondary and postsecondary level.

The first meeting of the State Career and Technical Education Plan Review Committee will be held on June 19 from 9:00 a.m. to 3:30 p.m. at the Career and Technical Education Curriculum Resource Center in Richmond, Virginia. Directions to the Center are attached. Our second meeting is scheduled for July 26 from 9:00 a.m. to 2:00 p.m. at the CTE Curriculum Resource Center. Any additional meeting dates will be decided by the committee.

You will be receiving a State Plan Review Resource notebook that will help you to prepare for our first meeting. The notebook will provide you with information on both secondary and postsecondary programs and initiatives that are happening in Virginia. You will notice that one section of the notebook, *Areas of Growth*, simply has title pages for the following: Development and Implementation of Plans of Study – Career Pathways; Teacher Education Programs and Activities; Professional Development; Assessment for Perkins Requirements; Integration of Academic and Career and Technical Education; Relevance and Rigor; and Marketing of Programs. These are areas of high priority for the committee to work on ways to continue, strengthen, develop and/or implement.

Travel, lodging and meals will be reimbursed at the State rate for participants. Mileage will be reimbursed for both commuters and overnight guests at ____ cents per mile. No reimbursement will be made for meals while traveling to and from the meetings unless the participant by necessity leaves home before 6:30 a.m. or arrives home after 7:30 p.m. Morning refreshments, lunch and afternoon break will be provided on June 19 and morning refreshments and lunch will be provided on July 26.

Thank you again for helping Virginia in the development of the Five-Year State Plan for Career and Technical Education. If you have any questions, please feel free to contact me at 804-225-2847 or e-mail Elizabeth.Russell@doe.virginia.gov. I look forward to working with you.

Sincerely,

Elizabeth M. Russell, Director
Office of Career and Technical Education

**Virginia State Plan Review Committee
CTE Resource Center
June 19, 2007**

AGENDA

- 9:00 a.m.** Welcome Dr. Linda M. Wallinger
Assistant Superintendent for Instruction
- 9:15 a.m.** Introductions Elizabeth Russell
Peggy Watson
- 9:30 a.m.** Overview Elizabeth Russell
- Perkins' Federal Grant Background
 - Changes for 2006
 - Definitions/Glossary
 - Charge for this Committee/Anticipated Outcomes/Timelines
 - Overview of Virginia State Plan Committee Notebook and AVA Perkins Guide
 - Overview of 2007-2008 Transitional Plan
- 10:30 a.m.** **BREAK**
- 12 Noon** **LUNCH**
- Identification of Work by Sub-Committees
(Members identified on attached sheet)
- Assessment
 - Clusters/Career Pathways/Programs of Study
 - Collaboration
 - Special Projects
- 2:30 p.m.** **BREAK**
- 2:45 p.m.** Full Committee Reconvenes – Sub-Committee Reports
- 3:15 p.m.** Closing Remarks and Assignments
- 3:30 p.m.** **ADJOURN**

Sub-Committees

Assessment

Facilitator:

Darren Morris, CTE Resource Center

Department of Education Resource Persons:

Gordon Creasy, Industry Certification Specialist

Judy Sams, Business and Information Technology Specialist

State Plan Review Committee Members:

Bill Hightower, Virginia Community College System

Andy McClung, Technology Education - Secondary

David Balderson, Agricultural Education - Secondary

Sondra Massie, Trade and Industrial Education - Secondary

Jennifer Hall, Health and Medical Sciences - Secondary

Olaniyi Lucas, Secondary School Counselors

Clusters/Career Pathways/Programs of Study

Facilitators:

Mary Grattan, CTE Resource Center

Virginia Sowers, CTE Resource Center

Department of Education Resource Persons:

Anne Rowe, Career Cluster Coordinator

Helen Fuqua, Family and Consumer Sciences Specialist

Sharon Acuff, Marketing Specialist

JoAnn Wakelyn, Health and Medical Sciences Specialist

State Plan Review Committee Members:

Dr. Curtis Taylor, Four Year Colleges/Universities

Sandy Jones, Family and Consumer Sciences - Secondary

Kathryn Geranios, English – Secondary

Laura Lay, History and Social Studies - Secondary

Melissa Nehrbass, Parent

Tracy Green, Career Coach

Collaboration

Facilitator:

Peggy Watson, CTE Resource Center

Department of Education Resource Person:

Elizabeth Russell, State Director

State Plan Review Committee Members:

Dr. R. Jon Ackley, Four Year Colleges/Universities

Elizabeth Creamer, Postsecondary Perkins/Tech Prep

Linda Dorr, CTE Local Administrator

Walter Cross, Charter Schools

Toney Rigali, CTE State Advisory Council, Labor

Craig Balzer, CTE State Advisory Council, Business

Kirk Schroder, Virginia Chamber of Commerce, Small Business

Katherine DeRosear, State Workforce Investment Board

Special Projects

Facilitator:

Laura Beaton, CTE Resource Center

Department of Education Resource Persons:

George Willcox, Career Cluster Coordinator

Glenn Anderson, Agricultural Education Specialist

Scott Kemp, Career Connections Specialist

JoAnn Wakelyn, Health and Medical Sciences Specialist

Connie Williams, High Schools That Work Specialist

State Plan Review Committee Members:

Jim Poythress, Community College

Wayne Bennett, Department of Corrections

Dr. Sharon DeFur, Special Populations

Sarah Martin, Marketing – Secondary

Patricia Gabriel, Mathematics – Secondary

Donald Foss, Science – Secondary

Brian Bills, Student (Graduated 2007)

Ad-Hoc Department of Education Resource Persons (Available as needed for all sub-committees):

Dr. Linda M. Wallinger, Assistant Superintendent

Glenn Davis, Data Management Specialist

Terry Dougherty, Grants Administration

**Virginia State Plan Review Committee
June 19, 2007**

MINUTES

Committee Members Present

Dr. Jon Ackley
David Balderson
Wayne Bennett
Elizabeth Creamer
Walter Cross
Dr. Sharon deFur
Linda Dorr
Donald Foss
Patricia Gabriel
Kathryn Geranios
Tracy Green
Bill Hightower

Sandy Jones
Laura Lay
Olaniyi Lucas
Sarah Martin
Sondra Massie
Andy McClung
Melissa Nehrbass
Jim Poythress
Toney Rigali

Committee Members Absent

Craig Balzer
Brian Bills
Dr. Sylinda Gilchrist
Jennifer Hall

Katherine DeRosear
Dr. Kirk Schroder
Dr. Curtis Taylor

Department of Education Representatives

Sharon Acuff
Dr. Glenn Anderson
Dr. Lynn Basham
Gordon Creasy
Glenn Davis
Terry Dougherty
Helen Fuqua

Scott Kemp
Judith Sams
Anne Rowe
Elizabeth Russell
JoAnn Wakelyn
Dr. Linda Wallinger
George Willcox

Assistant Secretary of Education

Judy Heiman

CTE Resource Center Facilitators

Laura Beaton
Mary Grattan
Darren Morris
Virginia Sowers
Peggy Watson

General Session

Opening

Meeting called to order at 9:04 a.m. by Elizabeth Russell, Director, Office of Career and Technical Education Services, Virginia Department of Education

Welcome by Dr. Linda Wallinger, Assistant Superintendent for Instruction

- Introduction of Judy Heiman, Deputy Secretary of Education
- Update on Transition Plan, which has been approved by the Virginia Board of Education and submitted to U.S. Department of Education
- Overview of next phase, which will concentrate on sections not required in Transition Plan, plus adjustments as needed to existing Transition Plan

Introduction of CTE Resource staff members and their responsibilities by Peggy Watson, Administrative Coordinator, CTE Resource Center

Introduction of Department of Education staff members by Elizabeth Russell

Overview by Elizabeth Russell

Review of funding for Career and Technical Education (see Attachment A) from strictly industrial education to broader offerings available to students today. Review of history of the Perkins Career and Technical Education Improvement Act.

Changes in the 2006 Perkins Act (see Attachment B, State Plan Review Committee PowerPoint presentation)

- New federal emphases
 - Baccalaureate degree preparation
 - Academic and technical education integration
 - Preparation for postsecondary education and employment
 - Programs of study (i.e., career pathways)
 - Teacher recruitment and retention
 - Sustained professional development (i.e., must reinforce training throughout the year; in-depth and well-focused in-services)
- Increased accountability
 - Data must be reported as designated by No Child Left Behind (NCLB)
 - Achievement gaps must be identified and quantified
 - Assessment methods for technical skills must be determined. The initial federal proposal is to utilize a multi-level identification of career and technical programs as follows:
 - Bronze: Teacher-generated testing (to be phased out)
 - Silver: Student competency identification (Virginia already has this through the Student Competency Records (SCR)) and guidelines that show reliability and validation for how essential student competencies are assessed
 - Gold: Third-party testing (e.g., Oracle) assessment of state/industry/postsecondary agreed upon standards Negotiation of performance levels between state and local
 - Academic, CTE competency attainment, graduation rate, placement, non-traditional participation and enrollment; completer follow-up (Virginia)
- Sanctions for not meeting performance standards
 - If state does not meet performance levels, monetary sanctions could be implemented.

- State response to low local performance is undecided at this time.
- Perkins Act of 2006 (see Association of Career and Technical Education's [ACTE] *Perkins Act of 2006 The Official Guide*)
 - Changes noted throughout the ACTE guide
 - Pages 94-98: Elizabeth Russell emphasized Virginia's newly incorporated All Aspects of Industry, Workplace Readiness Skills, and student organizations in all CTE courses as essential competencies
 - Definitions/Glossary
 - Virginia Specific:
 - Completer
 - Concentration
 - Student-selected verified credit

Charge for Committee

- Assist in the development of the five-year State Plan to meet the requirements of the Perkins Act and the needs of Virginia's students.
 - Build on current certification initiatives. Teachers of courses that lead to certification also must hold at least one credential.
 - state licensure (e.g., cosmetology, certified nursing assistant)
 - pathway credential (e.g., Microsoft Office, ASE)
 - national third-party organizations (e.g., NOCTI)
 - Consider state funding for industry certifications for students and teachers.

Elizabeth Creamer, representing the Virginia Community College System, noted that 39% of CTE students in Virginia are in postsecondary institutions. The state legislature does not fund community colleges for industry certification of students, as it does for secondary education. She indicated the State Plan committee might consider this in budget discussions.

Elizabeth Russell responded that currently Virginia allocates its Perkins funding at a rate of 85% to secondary and 15% to postsecondary. In addition to the 15% of Perkins, Title I basic grant, the community college system receives separate funding under Perkins, Title II for Tech Prep programs.

- Federal approval of the state's Transition Plan is expected in June.
- Build on existing academic emphasis in CTE course content. Virginia has correlated the academic Standards of Learning to all CTE courses.

Anticipated Outcomes

- Provide input on sections of the plan that were not required for the Transitional Plan.
- Add new concepts and programs to the State Plan.
- Retain strong elements of the Transition Plan.
- Prepare all students for further education and careers.

Estimated Timeline

July 6:	Minutes from June 19, 2007, finalized
July 26:	Second meeting at the CTE Resource Center
Aug./Sept.:	Final meeting and executive summary
October:	Highlights of proposed plan to CTE local administrators by Elizabeth Russell
November:	Presentation of plan to State Board of Education for First Review
Dec./Jan. 2008:	Public hearings
March 2008:	Presentation of plan to State Board for Final Review, submission to Secretary of Education and Governor's offices for approval
April 15, 2008:	Submission of plan to U.S. Department of Education

Overview of Virginia State Plan Committee Notebook and Association of Career and Technical Education Perkins Guide

- Section D: Budget
 - 10% of Perkins is used for Special Projects.
 - Within Section D of the budget, there are programs indicated that are not Perkins dollars. Two such activities are Jobs for Virginia Graduates and Career Prep Academies.
- Section P: 2007-2008 Transitional Plan (see pages 6-21,23, and 26)

BREAK

Review of Annual VCCS Transitional Plan and Budget for Perkins IV Career and Technical Education 2007-2008

- Elizabeth Creamer of VCCS reported that major transition is taking place at the community college level regarding end-of-program assessment of technical skills. The ultimate goal for community colleges is to connect both with high schools and with universities so that secondary students can move smoothly through career pathways as they further their education and prepare for careers. However, to date, no statewide curriculum has been identified for VCCS.

Review of Local Transition Plan and Budget for Regional Centers Career and Technical Education 2007-2008

- Highlighted Virginia's regional technical centers serving multiple school divisions and those serving multiple high schools.

Review of Local Transition Plan and Budget for Career and Technical Education 2007-2008

- School divisions must submit plans to qualify for local funding.
- Discussion of forms focused on sustained professional development and special populations. Refer to pages iii, 40, and 45-46.

Identification of Work by State Plan Subcommittees

- Assessment
 - Non-traditional enrollment and completers are key areas. Courses included have been broadened (e.g., keyboarding is now counted in nontraditional enrollment at the federal level).
 - Career Prospects based at the University of Virginia has been working with the Virginia Career Education Foundation. The focus has been collection of successful activities and information for non-traditional careers to be utilized by school divisions.
 - Proposed U.S. Department of Education technical assessment (Bronze, Silver, Gold levels) should be examined. How will these play a part in the requirements of new Perkins Act?
- Special Projects
 - High Schools That Work (HSTW). The HSTW initiative is a comprehensive approach to school improvement that complements and supports the educational goals for Virginia. As a research and assessment-based reform initiative, HSTW is guided by a framework of goals, key practices, and key conditions to improve school practices, instruction, and student achievement. The HSTW vision requires its stakeholders (administrators, faculty and staff, parents, leaders of community/civic organizations, representatives of business/industry, middle schools, and postsecondary education) to rethink school routines. (See Attachment C.)
 - Project Lead The Way (PLTW). This program's approach is to base student learning on real world problem-solving with emphasis on rigorous science and mathematics to prepare students for science and engineering careers. The pilot Northrop Grumman partnership may be a possible model.
 - State activities. Development of the Information Technology - Interactive Media career pathway and Manufacturing, Production career pathway models has been the focus of one state activity. What are the next steps to be taken for career pathways?
 - Growing shortage of CTE teachers: What teacher preparation and retention programs should be included in the State Plan?
- Collaboration
 - The role of other workforce development agencies with secondary/postsecondary career and technical education.
 - What are the state's workforce needs? What impact do these data have on the State Plan?
- Clusters/Career Pathways/Program of Study
 - Total of 16 nationally identified career clusters, with a total of 81 nationally identified career pathways within the 16 clusters.
 - Use of Career Clusters in Virginia CTE: Some states combine clusters. Virginia has embraced all 16 clusters, but will permit localities to select and/or combine as appropriate.
 - Importance of showing connections between secondary and postsecondary in local plans (e.g., local Tech Prep or other groups stemming from business and industry).
 - Educational Application of Clusters: Career pathways start with career assessment in middle school (e.g., Virginia's Career Planning System powered by KUDER), which identifies appropriate courses to get students started, provides a list of careers they can pursue within a pathway, and indicates the level of education needed.

- Other Ways the Cluster Approach Can Enhance CTE in Virginia: What are the state's needs? How can clusters help students prepare for college and careers?

General Discussion

Virginia Department of Education (VDOE) CTE Cluster Coordinator George Willcox reminded committee members of the need to include global competitiveness in the State Plan. Although the employment needs at the local and regional levels are an important consideration, schools must prepare students for state, national, and global competition.

Deputy Secretary of Education Judy Heiman stated that there is excitement about Career and Technical Education within the governor's administration. She encouraged the State Plan Committee to inject Virginia's CTE programs with more creativity, exemplary standards, and expectations/standards developed by national CTE. CTE should prepare students to compete and collaborate in the 21st century. CTE should consider ways to work closely with local business and industry. One possible goal could be the development of a Governor's CTE academy. Also, the Board of Education has responsibility for the implementation of the technical and advanced technical diplomas mandated by Virginia's General Assembly during the 2007 session.

Wayne Bennett with the Virginia Department of Corrections noted that the population of CTE students in Corrections has a wide variety of needs and they come and go in relatively short time periods. Therefore, it is important that CTE competencies be transportable so that they are easily transferable among public schools and community colleges.

Elizabeth Russell assigned groups to their meeting areas for the subcommittees.

LUNCH

Subcommittee Breakout Sessions

- Subcommittee Reports
 - Assessment (Attachment D)
 - Clusters/Career Pathways/Programs of Study (Attachment E)
 - Collaboration (Attachment F)
 - Special Projects (Attachment G)

Closing Remarks by Elizabeth Russell

- Appreciation expressed to committee for work accomplished at first meeting
- Reminder of next meeting on July 26, 2007, at the CTE Resource Center
- Meeting adjourned at 3:32 by Elizabeth Russell

ATTACHMENT A

An Overview of Funding for Career and Technical Education

1906 Douglas Commission, under Massachusetts Governor William L. Douglas, found a need for the public industrial education of trades and provided a significant boost for the forces advocating trade training in industrial education. This paved the way for vocational education programs.

- 1917 Smith-Hughes Act was introduced by Georgia's Sen. Hoke Smith and Rep. Dudley M. Hughes, passed in Congress, and signed into law by President Woodrow Wilson on February 23, 1917.
- ❑ This signaled the first provision for federal funding of vocational education with an initial appropriation of \$1.7 million, increasing up to \$7.2 million by 1925-26.
 - ❑ The act created the federal Board for Vocational Education with membership including the Commissioner of Education, the Secretaries of Commerce, Agriculture, and Labor, and three appointed citizens.
 - ❑ It required states to create boards for vocational education to operate state vocational education programs.
 - ❑ Local matching funds were required for each federal dollar appropriated.
- 1936 George-Deen Act authorized Congress to appropriate money, up to \$14.55 million, for vocational education.
- 1963 Vocational Education Act of 1963 - Introduced by the Rep. Carl D. Perkins of Kentucky, and signed into law by President Lyndon B. Johnson. Amendments in 1968 authorized more than \$800 million for 1970; however, actual appropriations only reached \$365 million.
- 1984 Carl D. Perkins Vocational Education Act of 1984 authorized funding through 1990 and focused on the improvement of vocational programs and the serving of special populations, particularly disabled and disadvantaged students.
- 1990 Carl D. Perkins Vocational and Applied Technology Education Act of 1990 reauthorized the 1984 Perkins Act and increased vocational education funding through 1995 to \$1.6 billion.
- ❑ The act emphasized the integration of vocational and academic instruction.
 - ❑ It strengthened educational service provisions for disadvantaged, disabled, and special populations.
 - ❑ It instituted the new "Tech Prep" program supported by William Ford, chairman of the Education and Labor Committee.
- 1995 Status of the Perkins Act
- ❑ The 104th Congress failed to pass the Perkins Act because of controversial educational initiatives proposed to the Congress.
- 1998 The Perkins Act of 1998
- ❑ The act simplified and streamlined requirements

- 2003 The Administration released its blueprint for Perkins reauthorization with a dramatic cut in funding; the CTE community responded, and Congress did not go along with this proposal.
- 2004 Congress began its own hearings and the House offered the first piece of reauthorization legislation in June 2004.
- 2005 The 109th Congress began work on the Perkins reauthorization promptly in January 2005. Senate Bill #250 passed 99-0 on March 10, 2005; House Bill #366 passed 416-9 on May 4, 2005.
- 2006 The “Carl D. Perkins Career and Technical Education Improvement Act of 2006 was unanimously approved by the Senate on July 26, 2006 and by the House with a vote of 399-1 on July 29, 2006. President Bush signed the bill on August 12, 2006 as Public Law 109-270.

Key Points of the new Perkins Act

- ❑ The act requires accountability for results and program improvement at all levels.
- ❑ It increases coordination within the CTE system.
- ❑ It requires stronger academic and technical integration.
- ❑ The act requires connections between secondary and postsecondary education.
- ❑ It emphasizes links to business and industry.
- ❑ It uses the new terminology of “Career and Technical.”
- ❑ It maintains Tech Prep program as a separate federal funding stream within the legislation. However, Tech Prep may be kept separate as Tech Prep, Title II, or it may be folded into the Title I Basic State Grant.
- ❑ It maintains state administrative funding at 5% of a state's allocation.

ATTACHMENT B
State Perkins Plan PowerPoint Presentation

ATTACHMENT B WELCOME

JUNE 19, 2007

PERKINS IV STATE PLAN REVIEW COMMITTEE

Pursuant to the Carl D. Perkins Career
and Technical Education Act of 2006
(Perkins IV)

INTRODUCTIONS

- STATE PERSONNEL
- CAREER AND TECHNICAL EDUCATION RESOURCE CENTER
- STATE PLAN REVIEW COMMITTEE

OVERVIEW

- Perkins Federal Grant Background
 - See Handout
- Changes in the Act of 2006
 - From Vocational Education to Career and Technical Education (CTE)
 - Eliminate the focus on sub-baccalaureate careers
 - Emphasis on preparation for postsecondary education and employment

OVERVIEW

- Changes in the Act of 2006
 - Focus not on 'job' preparation but on 'academic and technical preparation
 - Increased emphasis on achievement of a degree, certificate or credential
 - Both state and local plans must include a minimum of one Program of Study (Career Pathway)
 - Teacher recruitment (part of professional development)

OVERVIEW

- Changes in the Act of 2006
 - Professional development must be sustained
 - Increased accountability
 - Data reported must be disaggregated by populations groups as described in NCLB
 - Achievement gaps must be identified and quantified
 - Assessment of technical skills (methods still being determined)
 - Negotiation for performance levels with local divisions
 - Possible sanctions at both state and local levels for not meeting Performance Standards

OVERVIEW

- Changes in the Act of 2006
 - *Perkins Act of 2006: The Official Guide*
 - Pages 12 – 71, changes for entire Act from Federal to Local level
 - Pages 55 – 71, Local Level

OVERVIEW

- Definitions/Glossary
 - Virginia Specific
 - Completer is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.
 - Concentration is a coherent sequence of courses completed by a student in a specific career area as identified in this planning guide

OVERVIEW

- Virginia Specific
 - Student-Selected Verified Credit
 - A standard credit is based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course
 - A verified credit is based on a standard credit plus a passing score on the end-of-course SOL test (or other test as described in the Standards of Accreditation 8 VAC 20-131-110). A standard credit may not be verified more than once.
 - A Student-selected verified credit is a credit for a course that includes a test approved by the Virginia Board of Education. (According to SOA 8 VAC 20-131-110.B, footnote 5: A student may utilize additional tests for earning verified credit in computer science, technology, or other areas as prescribed by the Board in 8 VAC 20-131-110.B.)

OVERVIEW

- Perkins IV
 - *Perkins Act of 2006: The Official Guide*
 - Section 3. DEFINITIONS, pages 94 – 98
- Charge for this Committee
 - As representatives of groups required by the law to provide input, you will assist in the formulation of the five-year Virginia State Plan for the Perkins Act of 2006

OVERVIEW

- Anticipated Outcomes
 - Information that will be utilized in making additions, expansions, and/or deletions to existing programs, activities, and projects for CTE in the Virginia State Plan prior to submission for approval.
 - Approval process includes submission of plan to the State Board of Career and Technical Education (Virginia's State Board of Education), the Secretary of Education, and the Governor.
 - Public hearings are included within the approval process.

OVERVIEW

- Timeline
 - June 19: First State Planning Team Committee (SPTC) Meeting, CTE Resource Center
 - Beginning of Development for Five Year State Plan
 - Overview of Notebook and Transitional Plan
 - Assignments for next meeting
 - Setting of August/September Meeting Date
 - July 6: Finalized minutes to Committee and Modified Plan

OVERVIEW

- Timeline
 - July 26: Second SPTC Meeting, CTE Resource Center
 - Approval of Minutes
 - Small group work sessions
 - Committee discussion
 - Assignments for next meeting

OVERVIEW

- Timeline
 - August/September (specific dates to be decided)
 - Minutes from July meeting to Committee
 - Third meeting will include approval of minutes, review of modified plan, committee discussion
 - Minutes of third meeting and Executive Summary of State Plan mailed to Committee members

OVERVIEW

- Timeline
 - October, 2007
 - Begin process for November State Board of Education presentation.
 - Review at the annual meeting of CTE administrators
 - November, 2007
 - First Review of State Plan by State Board of Education
 - December, 2007
 - Announcement of Public Hearings

OVERVIEW

- Timeline
 - January, 2008
 - Public hearings across the state
 - Begin process for State Board of Education final review
 - February, 2008
 - Final Review of State Plan by State Board of Education
 - March, 2008
 - State Board approved plan sent to committee members
 - Sent to Secretary of Education
 - Sent to Governor
 - April, 2008
 - Approved State Plan sent to U. S. Department of Education

OVERVIEW

- Committee Notebook and AVA Perkins Guide
 - Refer to Notebook and Guide
- 2007 – 2008 Transitional Plan (Section P of notebook)
 - Pages 6 – 21: Program Administration
 - Page 23: Technical assistance to local educational agencies
 - Page 26: Local applications for funding; governance structure

OVERVIEW

- 2007 – 2008 Transitional Plan (Section P of notebook)
 - Pages 26-29: Providing for special populations
 - Pages 31-39: Accountability (reference Part C: Accountability, pages 57-68)
 - Pages 40-42: Tech Prep
 - Pages 43-45: Financial Requirements
 - Pages 46-51: Required EDGAR (Education Department General Administrative Regulations) Certifications and other Assurances

OVERVIEW

- 2007 – 2008 Transitional Plan (Section P of notebook)
 - Pages 52-56: Budget Information
 - Pages 57-68: Accountability Forms

SUB-COMMITTEES

- Assessment – Work Room
- Clusters/Career Pathways – Lab
- Collaboration – Conference Room
- Special Projects - Library

ATTACHMENT C
Virginia HSTW/MMGW Sites
2007-2008



51 total Virginia sites

38 state-sponsored sites (10 new sites for 2007-2008)

13 contracted sites (6 Chesterfield; 7 Newport News)

Type	Status	School Name	Division	City
VA		Bayside High School	Virginia Beach	Virginia Beach
VA		Cave Spring High School	Roanoke County	Roanoke
VA		Central Senior High School	Lunenburg	Victoria
Contract		Chester Middle School	Chesterfield	Chester
VA		Chincoteague Combined School	Accomack	Chincoteague Island
VA		Churchland High School	Portsmouth	Portsmouth
Contract	NEW	Clover High School	Chesterfield	Midlothian
Contract		Crittenden Middle School	Newport News	Newport News
VA	NEW	Cumberland High School	Cumberland	Cumberland
VA	NEW	Cumberland Middle School	Cumberland	Cumberland
VA	NEW	Dan River High School	Pittsylvania	Ringgold
VA	NEW	Dan River Middle School	Pittsylvania	Ringgold
VA		Denbigh High School	Newport News	Newport News
Contract		Dozier Middle School	Newport News	Newport News
VA		First Colonial High School	Virginia Beach	Virginia Beach
VA	NEW	Frank W. Cox High School	Virginia Beach	Virginia Beach
VA		Galax High School	Galax	Galax
Contract		Gildersleeve Middle School	Newport News	Newport News
VA		Goochland High School	Goochland	Goochland
VA		Green Run High School	Virginia Beach	Virginia Beach
VA	NEW	Gretna High School	Pittsylvania	Gretna
VA	NEW	Gretna Middle School	Pittsylvania	Gretna
Contract		Hines Middle School	Newport News	Newport News
Contract		Huntington Middle School	Newport News	Newport News
VA	NEW	King's Fork High School	Suffolk	Suffolk
VA		Lafayette High School	Wmsbrg/James City	Williamsburg
VA		Lakeland High School	Suffolk	Suffolk
VA	NEW	Liberty High School	Bedford	Bedford

Type	Status	School Name	Division	City
Contract		Mary Passage Middle School	Newport News	Newport News
Contract		Matoaca Middle School	Chesterfield	Matoaca
VA		Meadowbrook HS	Chesterfield	Richmond
VA		Menchville High School	Newport News	Newport News
Contract		Monacan High School	Chesterfield	Richmond
VA		Nansemond River High School	Suffolk	Suffolk
VA		Petersburg High School	Petersburg	Petersburg
VA		Phoebus High School	Hampton	Hampton
VA		Powhatan High School	Powhatan	Powhatan
Contract		Providence Middle School	Chesterfield	Richmond
Contract		Reservoir Middle School	Newport News	Newport News
VA		Rockbridge County High School	Rockbridge	Lexington
VA		Salem High School	Virginia Beach	Virginia Beach
VA		Staunton River High School	Bedford	Moneta
VA		Tallwood High	Virginia Beach	Virginia Beach
Contract	NEW	Thomas Dale High School	Chesterfield	Chester
VA		Virginia High School	Bristol	Bristol
VA		Virginia Randolph Community High School	Henrico	Glen Allen
VA		Warwick High School	Newport News	Newport News
VA		William Byrd High School	Roanoke County	Vinton
VA	NEW	William Fleming High School	Roanoke City	Roanoke
VA		Wilson Memorial High School	Augusta	Fishersville
VA		Woodside High School	Newport News	Newport News

ATTACHMENT D

Assessment Sub-Committee

State Plan Review Committee Members

David Balderson
Bill Hightower
Olaniyi Lucas
Sondra Massie
Andy McClung

Department of Education Representatives

Gordon Creasy
Judith Sams

CTE Resource Center Facilitators

Darren Morris

Overview

VDOE's Gordon Creasy provided a history of credentialing as the primary means of validating student competency of CTE courses/programs in Virginia. Therefore, the subcommittee was directed to think of assessment not from the inside, but the outside, in terms of third-party validation.

The VDOE is in ongoing negotiations with USDOE over their proposed assessment structure (Bronze, Silver, and Gold) and defining requirements of each. According to the USDOE the Bronze level is inconsequential and will disappear. Virginia's programs already may achieve the level, based on the validity of the existing Student Competency Record (SCR) instrument. Virginia is one of the few states that have required this report, an evaluation performed by the course instructor. Silver may be maintained, as it is already achieved, up to the next 6 years, however, we don't know how long the interim period will last. VDOE Cluster Coordinator Anne Rowe is designing detailed requirements for how SCRs could be used to increase objectivity within the classroom for the sake of reporting. This may bolster the integrity of the reports.

If at present we are not happy with achieving the Silver level, the only alternative is Gold. But, at present, Gold level will be difficult to achieve, unless the number of students taking and passing industry certifications/state licensure exams increases significantly. The Gold level requirements will be defined by next year. The interim period may span the duration of the plan, and achievement of the Silver level may suffice for the entirety, but probably will not.

History of Credentialing as Assessment

- "Credentialing" is the appropriate term, preferred over "certifications," which is too narrow.
- Four distinct variations have emerged:
 1. Industry Certifications—Specific, open doorways into specific jobs; test comprehensive mastery of competencies within an occupational analysis conducted and tested by the third-party entity. These are terrific, but most are not realistically achievable at the secondary level. Some are too advanced and some require additional field training (e.g., Cisco's CCNA, Oracle).
 2. Pathway Certifications—emerging as a preferred credential because it effectively assesses acquired "skill sets" not linked to specific jobs, but meant to be combined with other "pathway" credentials, depending on the particular occupational goals of the student. These "modules" can be attached to portions

- of different programs, started at the secondary level, with full certification requiring a combination of two or more, can typically be achieved at the community college level. Pathways work well at the secondary level and help students make connections between secondary and postsecondary education, as credentialing pushes students toward full mastery of comprehensive skills (e.g., CIW—Certified Internet Webmaster, ASE—Automotive Service Excellence).
3. State Licensures—The most straightforward and absolute type of credential. Required for workforce entry in particular industries. Licensure makes it easier to ensure students attain the necessary skills (e.g., cosmetology) at the high school level.
 4. National Occupational Competency Testing Institute (NOCTI) — nationally standardized credentialing, based on programs, but not viewed as an industry certification. Although NOCTI testing provides a fair method for validating skills, these nationally developed tests do not always reflect what's taught in the classroom. NOCTI tests often assess more broadly than what Virginia program addresses. However, NOCTI certification potentially counts toward a verified credit when matched with program completion. We have good data on NOCTI tests for several years. Therefore, we can look at testing results objectively and decide whether Virginia needs to revise programs, or discontinue approval of the particular assessment Virginia needs to do a better job at providing credentialing information to counselors. Emphasize what is available based on program offerings in divisions. Little is done to get the word out. There may be a disconnect between counseling departments and others.
- NOCTI is not really used in Agriculture Ed, but may be gaining interest. Other third-party assessment may gain interest.
 - The USDOE suggested that Virginia would need to make all courses industry-assessment ready.

Current Initiatives for Assessment, Credentialing, and Tracking

- It is a difficult and complex undertaking to match credential exams with courses and/or programs.
- The USDOE backpedaled from original suggestions that all CTE courses be validated by third-party credentials.
- Current associated Virginia credentials may not meet emerging federal requirements.
- Many industry certifications have proven to be postsecondary in nature and while they may be started on the secondary level, would not be achieved until later. Many certifications are designed for the existing worker, not the emerging student.
- Industry certifications, their benefits to education and to the students, must be addressed differently in each program area.
- Data were not provided to prove the relationship between course success and third-party test success.
- There is a need to identify uniformly the competencies in programs at the secondary and postsecondary levels.
- Stress student tracking, records, and accountability. Everyone would benefit if we knew which credentials students have acquired, regardless the level.
- Provide tracking of student achievement/credentials on the secondary and postsecondary levels.

- The state does not pay for postsecondary students to take them, as the it has for secondary students (and will be increasing its funding for it next year).
- The VCCS does not push credentials but achievement of course competencies.
- Often, because a uniform system does not exist, students who earn credentials or credits will lose them if they choose to transfer to four-year universities.
- Tracking would help the VCCS commitment to “career pathways” as well.
- The four-year institutions do not need to bend toward certification achievement or to make provisions for transferring students, so they don’t. Therefore, there is little incentive to align programs to certifications, system-wide.
- SCRs have been a great benefit to teachers and are the only thing that would work universally at present on the secondary level. Validity seems up in the air with SCRs. We must encourage scrutiny and proper, accurate reporting to increase the integrity of the instrument.

ACTION ITEM: Emphasize the need for improved student tracking and record keeping that can cross secondary and postsecondary borders.

ACTION ITEM: Improve dual-enrollment offerings.

ACTION ITEM: For the interim period, continue commitment to credentials and providing verified credit.

ACTION ITEM: Tracking at the VCCS level might primarily focus on the following programs: Early Childhood, EMT, and Fire Science. Credentialing would naturally ensue if there were an acknowledged tracking system.

Negotiating Perkins IV Assessment Requirements

- The USDOE has tentatively identified a new assessment structure: Bronze, Silver, and Gold.
- It is believed that Virginia’s SCRs (student competency records) would qualify all CTE courses at the Silver level (with the addition of guidelines that show reliability and validation).
- Focus of many pathway assessments is typically too narrow to be adequate for validating programs. At present, USDOE is seeking program validation, not course, and not skill-set validation.
- The issue of whether any of Virginia's CTE programs need to be declared Gold level (and how soon) has not been fully clarified yet
- We don’t know the percentage of our programs that will be required to achieve the Gold-level standard and we don’t know the requirement for minimum percentages of successful students within programs.
- The purpose for the Gold level, if no programs have to operate at that level, is unknown.
- The use of existing assessments for student organization competitive events is probably too narrow for the USDOE to accept it as a comprehensive program assessment and validation.

ACTION ITEM: Need to prove the validity of SCRs, which are teacher evaluated and subjective to some degree.

The Future of Assessment and Next Steps

- Additional third-party options may be emerging, beyond NOCTI.
- Each community college handles credentials differently. Standardized acceptance would be beneficial to the VCCS and to students who get caught with credits that do not transfer at present.

- Ensure the VCCS response to Perkins IV matches the secondary response in the Plan for these assessment issues.
- Begin to identify Gold-level candidates on the program level. The VDOE has begun to look at candidate courses/programs that have respectable pass rates for credential exams. The data are good, but the pass rates are not strong.
- Certain credentials may be disallowed as a program competency validation, because they are not comprehensive.
- In-state development of a statewide assessment for each program is unlikely, as the costs, time, and effort would be enormous.
- No Agriculture Ed programs may be aligned with any current industry certification (Gold level).

ACTION ITEM: There was unanimous agreement that Virginia should pursue/continue achievement of the silver level assessment standard until we have further information about the assessment requirements.

ACTION ITEM: Promote certification information to counselors and programs so that everyone knows what is available to students.

ATTACHMENT E

Clusters/Career Pathways/Programs of Study Sub-Committee

State Plan Review Committee Members

Kathryn Geranios
Tracy Green
Sandy Jones
Laura Lay
Melissa Nehrbass

Department of Education Representatives

Sharon Acuff
Lynn Basham
Helen Fuqua
Anne Rowe

CTE Resource Center Facilitators

Mary Grattan
Virginia Sowers

Overview

As orientation, the group reviewed examples of the Career Clusters/Career Pathways concepts and the work already in progress in Virginia, including sample Career Pathways for IT and Manufacturing and a brief demonstration of how Career Clusters have been incorporated in the Virginia Administrative Planning Guide for Career and Technical Education and the Career Planning Guide. VDOE Cluster Coordinator Anne Rowe emphasized that

1. Career Clusters form a valuable organizational tool for career exploration beginning in middle school, and that
2. Career Pathways plans of study equip students with broad technical and academic knowledge and skills within a Career Cluster so they are prepared to take on different jobs within a broad career field as the workplace evolves or as their personal goals change over time.

The group consensus was that Career Clusters appear to be a useful approach to career planning and preparation and that in Virginia existing work (e.g., Career Pathway plans of study, the Career Planning Guide, career coaches, and dual enrollment efforts) shows clear promise for increasing students' preparation for college and career.

A Seamless Educational Pathway

Based on their review of the sample Career Pathways for IT and Manufacturing, the group felt the need for a consensus among the 23 community colleges regarding CTE course content. They recommended the goal of a seamless curriculum for students from middle/high school through community college through four-year institutions.

Recommendations/Models for Consideration

- Broaden Virginia's CTE curriculum development process to include secondary teachers, community college instructors, and four-year college/university faculty.
- Gather information on Virginia's Commonwealth College Course Collaborative.
- Review existing transfer agreements among Virginia community colleges and four-year universities
- Build on the success of current dual-enrollment programs by expanding opportunities for high school students to earn transferable college credit.

- Research other states' strategies for approaching the challenges of high school/community college/university collaboration to achieve a seamless curriculum flow.

Career Exploration Strategies for Target Groups

The group identified the importance of strategies for career exploration in the middle school, as well as for the middle majority of high school students. Career clusters offer an important tool for this exploration.

Recommendations/Models for Consideration

- Review current Career Connections courses, as well as Fairfax County Public Schools' new middle school elective course created to introduce students to the 16 nationally recognized career clusters, as vehicles for offering useful age-appropriate career exploration for middle school students.
- Explore creative ways to engage under-motivated middle majority high school students in meaningful career exploration, such as work-based learning opportunities.
- Increase career exploration for middle majority high school students via career coaches.

Importance of Academic/CTE Collaboration

The curriculum needs to emphasize more collaboration between academic and CTE programs of study—particularly for helping all students learn problem-solving/critical thinking skills, effective oral communication, a variety of writing and reading styles (both literary and technical), and useful world languages (e.g., Chinese, Spanish, Arabic) to prepare for an increasingly diverse and competitive global marketplace.

Recommendations/Models for Consideration

- Research the success of magnet schools as models for collaboration between academic and CTE to prepare students for college and career (including models such as Governor Kaine's proposed Governor's school for career and technical education).
- Build on the model of current Economic Education and Financial Literacy objectives in Virginia, which offer promise for collaboration (e.g., multiple endorsements and cooperative teaching).
- Provide a mechanism for academic and CTE faculty to attend each other's professional conferences.
- Invite academic teachers to attend and/or be judges at CTE student organization competitions.

ATTACHMENT F
Collaboration Sub-Committee

State Plan Review Committee Members

Dr. Jon Ackley
Elizabeth Creamer
Walter Cross
Linda Dorr
Toney Rigali

Department of Education Representatives

Elizabeth Russell
Dr. Linda Wallinger

Assistant Secretary of Education

Judith Heiman

CTE Resource Center Facilitator

Peggy Watson

Dual-Enrollment Teaching Requirements

- Virginia is one of only six states that do not have state legislation for dual enrollment and articulation agreements. (Virginia does have this reference to dual enrollment and articulation within the *Code of Virginia* § 23-9.6:1. Duties of Council generally. Paragraph 20.)
- It is time for high-level discussions that will define the underlying values; must determine major players.
- Do we (VCCS) still need accreditation under SACS, which is very conservative? Their SACS accreditation rules affect credentialing of Virginia teachers to teach dual enrollment; may want to have state-level discussions with SACS. about all options for teacher credentialing.
- We need to look at what is required for teaching the different dual-enrollment programs, as requirements vary.
- VCCS report on dual enrollment is available and should be reviewed (assigned to E. Creamer)

ACTION ITEM: Review requirements for teachers to teach dual-enrollment courses.

State System for Dual Enrollment

- While articulated programs are good, students must still self-identify as having achieved articulated credits.
- We should move to a system through which students can be counted and tracked.
- Important to note that four-year institutions will not recognize articulated credits.

ACTION ITEM: Identify selected CTE programs that can be dual enrolled and incorporated into a statewide system for students to transition, with their dual-enrollment credits, from secondary to postsecondary two- and four-year institutions; business endorsement is critical.

Workplace Readiness Skills/Life Skills

- Need more communication with business and industry to ensure that we are teaching the knowledge and skills that are needed in today's workplace, especially the soft skills.
- Need to include creativity and innovation.
- Work ethic is a big issue (including coming to work drug-free).

- Also need to consider the global perspective (who will be our students' competition?).
- CTE is a great vehicle for teaching critical thinking and teamwork (through project-based learning).
- Must make the teaching of these life skills intentional and consider how to assess them.
- Consider 21st century standards for all students.
- Consider using University of Virginia's Weldon Cooper Center to assist in this process.
- May be more process-oriented than content-driven.
- May need to be instructional strategies that would address the process, rather than lesson plans that would focus on content
- Review available resources (Career Clusters, "Are They Really Ready to Work?").
- Consider online delivery of content.

ACTION ITEM: Consider 21st century life skills/workplace readiness skills for all students, K-16, in all disciplines, with new, additional topics to include global issues, work ethic, innovation/creativity.

Teacher Preparation/Recruitment

- Acknowledgement of fewer teacher education programs in Virginia's four-year institutions; many offer a way for students to piece together the requirements for teaching by requiring a four-year degree in a discipline, then an additional year for the education courses.
- Three years are needed to initiate a new program in a four-year institution; much easier to create and offer new majors/concentrations within an existing department or school.
- Career switchers need better/more visible teacher prep programs in the two- and four-year institutions.
- Must find creative ways to train new teachers, especially those who come from business and industry (consider consortia of school divisions working with two- and four-year institutions to provide needed courses).
- Consider incentives.
- Consider bringing in experts who are not teachers to teach (even without full teaching credentials) by team-teaching with a certified teacher.
- Must consider solutions through state policy.
- Must market the need for teacher preparation and recruitment clearly and comprehensively.

ACTION ITEM: Address Virginia's CTE teacher shortage through teacher education in four-year institutions, creative training for career switchers, better marketing and recruitment, and incentives to teach in Virginia.

Professional Development

ACTION ITEM: Under "required uses" of funds, consider professional development activities that focus on two distinct areas: project-based learning and 21st century life skills.

Academic and CTE Collaboration

- Consider reverse collaboration by using CTE content in academic courses.
- Incorporate CTE credentialing in academic courses (e.g., MOS certification for PPT when developing a presentation for a history course).
- Consider collaborative lesson plans that pull different disciplines together.
- Give special emphasis on mathematics in CTE and CTE in mathematics.
- Consider incentives for division-wide pilot projects.
- Encourage localities to address collaboration between academic and career and technical courses as a required use of funds by offering incentive grants.

ACTION ITEM: Consider systemic reform in collaboration between academic and CTE disciplines at both the secondary and postsecondary levels through incentive grants.

Competency-Based Education

- Look at changing college requirements, including less emphasis on standardized tests.
- Potential for grades on a course test and/or certification to substitute for course completion.

ACTION ITEM: Consider true competency-based education that would be driven by mastery of content, not time, and would allow students to test out when ready.

Collaboration with Other State Agencies

- Need for collaboration with Workforce Investment Act and other funding streams.
- Consider specific collaboration with WIA for disadvantaged youth in summer CTE programs.
- Ensure Workforce Development has a role in development of Career Pathways.
- Collaborate on Career Prep Academies.

ACTION ITEM: Explore collaboration between and among state agencies that address workforce education and training.

ATTACHMENT G

Special Projects Sub-Committee

State Plan Review Committee Members

Wayne Bennett
Dr. Sharon deFur
Donald Foss
Patricia Gabriel
Sarah Martin
Jim Poythress

Department of Education Representatives

Dr. Glenn Anderson
Scott Kemp
Judith Sams
JoAnn Wakelyn
George Willcox

CTE Resource Center Facilitator

Laura Beaton

Overview

The subcommittee began its work by examining current special projects: High Schools That Work (HSTW), Career Resource Materials, CTE Resource Center, Project Lead the Way (PLTW), Economic Education and Financial Literacy, and Commonwealth Scholars.

High Schools That Work (HSTW)

- What is the intended outcome? Student improvement, school reform, more sites, improved instruction, usage of funds.
- Focus needs to be given to scheduling (co-planning, co-curricular development, teaming, professional development).
- Have academic and CTE teachers collaborate.
- Establish a committee to investigate best practices in other initiatives related to HSTW.
- Advertise HSTW more—video clips, newsletters, direct communication from principal to teachers.
- Academic teachers can go to the CTE courses to see the relationship between the SOL and course competencies/tasks.
- Increase funding because ...(need more discussion at next meeting).

Career Resource Materials

- Track visits to Web sites to see how often they are used.
- Add information on the Web site about opportunities for people with disabilities.
- Implement state marketing program to advertise career resources to parents (public service announcements, business and industry contacts).
- Add Read Aloud function and prominent icon for video.
- Make sure it is Bobby approved for accessibility for people with disabilities.
- Virginia's Career Planning System powered by KUDER: Make accessible to postsecondary schools free of charge and identify a stable source of funding.
- Teacher Cadet Program: Incorporate this program as recruitment for CTE teachers or develop a program to train CTE teachers and use as an addition to the Teacher Cadet Program.

- Look into the possibility of making Virginia's Career Planning System available in another format for non-Internet users (CDs).
- Other offline assessment opportunities.
- Link to professional organizations or businessperson contacts related to a career field.
- Concern: Too many sites repeating similar information.
- Suggestion: Combining sites to make it more accessible for users and also cut down on money for funding)

CTE Resource Center

- Promote CTE Center resources to academic teachers, particularly the fact that they can access CTE courses through VERSO to see the relationship between the SOL and course competencies/tasks.
- Increase promotion of Center resources to parents, teachers, and students.
- Partnership between community colleges and the four-year colleges (CTE Teacher Education).
- Include the industry panel with the writing team, if appropriate, when revising CTE courses.
- On Center Web site, add icon and related information specifically for new CTE teachers, including information about licensure, special populations, and a quick overview of resources on Center's Web site.
- Make sure Web site is Bobby approved.

Project Lead the Way (PLTW)

- Provide data pertaining to student outcomes that are involved in the project. (George Willcox will look for these data.)
- Look at recruitment opportunities to enhance women's, non-traditional, special population role models in engineering.
- Example: Northrop Grumman Corporation and Project Lead the Way Mentoring Program
- Gateway to Technology: middle school level (7th and 8th grades)

Economic Education and Financial Literacy

- Example: Banking-At-School Project
- Place the course in a closely connected area in which instructor has expertise and the desire to teach it.
- Open up to the community to address different topics
- Schools that adopted it as a requirement: Chesterfield, Salem, and Waynesboro—with the rationale that financial literacy is a life skill.
- Make the course a requirement for all schools to have it as part of their program.
- Excellent use of vignettes for teachers.
- Make link live (Since links for the vignettes are currently active, this needs further explanation from the committee as to what they were requesting.).

Commonwealth Scholars

- Renew two-year program
- Promote Commonwealth Scholars
- Could tie this program into other programs (Project Lead the Way)
- Add Recognition of Principles of Technology as a course

Other Ideas

- The committee needs more time to explore other special projects and to review what was discussed at this meeting. Topics to be discussed at July meeting:
 - Pilot Project to do Advanced Technology Training
 - Graduation Career Prep Academy (CPA)
 - Oracle Academy in Virginia

- Automotive Youth Educational Systems (AYES)
- Information Technology-Web Technologies Statewide Articulation Agreement
- Teacher Preparation and Retention Program
- STEM

VIRGINIA STATE PLAN REVIEW COMMITTEE
July 26, 2007
AGENDA

- | | |
|--------------------|---|
| 9:00 – 9:15 a.m. | Welcome, Introductions, and
Approval of Minutes –
Peggy Watson |
| 9:15 – 10:15 a.m. | Overview/Update – Liz Russell <ul style="list-style-type: none">○ Report on D. C.
Clusters/Programs of Study
Meeting○ Budget for FY07○ Accountability○ Plans for Committee<ul style="list-style-type: none">○ Today's Assignments○ Adjusted Timeline○ Review and comment of
Executive Summary of
Perkins Plan via E-mail |
| 10:15 – 10:30 a.m. | BREAK |
| 10:30 – Noon | Sub-Committee Discussions <ul style="list-style-type: none">○ Clusters/Career
Pathways/Programs of Study○ Assessment○ Special Projects○ Collaboration |
| Noon – 1:45 p.m. | Pick up Lunches and continue in
Sub-Committee Discussions |
| 1:45 – 2:00 p.m. | BREAK |
| 2:00 – 3:30 p.m. | Group Reconvenes – Peggy Watson <ul style="list-style-type: none">○ Sub-committee reports○ Review of day's work○ Wrap Up |
| 3:30 p.m. | ADJOURN |

**Virginia State Plan Review Committee
July 26, 2007**

MINUTES

Committee Members Present

Dr. Jon Ackley
Wayne Bennett
Elizabeth Creamer
Walter Cross
Katherine DeRosear
Donald Foss
Patricia Gabriel
Tracy Green
Bill Hightower

Sandy Jones
Olaniyi Lucas
Sarah Martin
Sondra Massie
Melissa Nehrbass
Jim Poythress

Committee Members Absent

David Balderson
Craig Balzer
Brian Bills
Dr. Sharon deFur
Linda Dorr
Kathryn Geranios
Dr. Sylinda Gilchrist

Jennifer Hall
Laura Lay
Andy McClung
Kirk Schroder
Toney Rigali
Dr. Curtis Taylor

Department of Education Representatives

Sharon Acuff
Dr. Glenn Anderson
Dr. Lynn Basham
Gordon Creasy
Scott Kemp
Lan W. Neugent

Judith Sams
Anne Rowe
Elizabeth Russell
Dr. Linda Wallinger
Connie Williams
George Willcox

Assistant Secretary of Education

Judy Heiman

CTE Resource Center Facilitators

Laura Beaton
Mary Grattan
Darren Morris
Virginia Sowers
Peggy Watson

General Session

Opening

Meeting called to order at 9:04 a.m. by Peggy Watson, CTE Resource Center

Introduction of committee members

Approval of Minutes from June 19, 2007

Correction to the minutes: move Katherine DeRosear to the list of members absent at the June 19, 2007 meeting.

Motion to accept the minutes as amended made by Bill Hightower and seconded by Sondra Massie. Motion carried.

Overview by Elizabeth Russell, Director, Office of Career and Technical Education Services, Virginia Department of Education

Report on D.C. Clusters/Programs of Study three-day workshop this summer. Returned with Action Plan

- Need full training for Department of Education, CTE Resource Center, and Virginia Community College System staff.
- Identify professional development, marketing, and communication with CTE secondary and postsecondary administrators, counselors, students, parents, and teachers.
- Examine knowledge and skills section for each cluster and pathway. Knowledge and skills section is being revised and should be completed by spring 2008.

Reports on D.C. Clusters/Programs of Study Meeting by Virginia team.

- Bill Hightower: Virginia is as far along as most states; it is in good standing and faces similar struggles with other states.
- Elizabeth Creamer: Clusters, skill standards, and career-based education are relevant to postsecondary. It is an impressive national system for all students and it also moves into areas not generally associated with CTE. There is an emphasis on individualized educational plans for students and allows for flexibility. Career coaches, advisors, and CTE staff are crucial.
- Scott Kemp: DOE developed a presentation about Virginia's Plan.
- George Willcox: Emphasis on knowledge and skills in the 81 pathways will be very important in building curriculum frameworks. Virginia's industry certification stood out among the other states. [Elizabeth Russell reviewed the Gold, Silver, and Bronze assessment plans as categorized. Based on initial information, Virginia's programs are mostly to the Silver level at this time.]

Budget

- Refer to handout: Perkins IV-Program Year Budget (Federal FY 2007 Funds-Available on July 1, 2007) (Attachment A)
- Budget for 2007/08 that must fund state plan for year 1: \$25,932,742.00.
- Title I Basic Grant to Virginia
 - 5% for state administration
 - 10% for leadership (Department of Corrections, nontraditional training and employment, High Schools That Work, professional development, summer conferences, and Project Lead the Way)
 - Remaining: 85% CTE secondary local school divisions
15% Virginia Community College System (VCCS)

- Title II Tech Prep/Perkins: all to VCCS

Performance Standards

- Refer to handout: Final Agreed Upon Performance Levels Form (FAUPL) (Attachment B)
- In use since 1998 (Perkins III) for secondary and postsecondary
- Virginia has always achieved high ratings
- Goal: Make sure to meet performance standards both at the state and local levels.
- 1S1 and 1S2 are academic standards based on SOL and work of CTE completers
 - Under Perkins IV this will be broken into math SOL and English 11/reading SOL
- Secondary/Technical Standards based on number of secondary CTE completers who completed a minimum of 80% of standards
 - Ranking levels: Gold, Silver, and Bronze
 - Have secondary CTE student follow up after one year, but lack of use of a Social Security number limits follow up after that
 - Note: Department of Education (DOE) has just received a large grant to follow up on all students, not just CTE students.
- Need technical/academic teachers
 - Well-prepared CTE teachers
 - License teachers
 - Train teachers
 - Important to pair CTE and academic teachers
 - Critical shortage in Business and Information Technology, Family and Consumer Sciences, and Technology Education

Discussion

- Gordon Creasy asked if the federal goal of 95% for technical attainment had been challenged because it is much higher than percentages seen in the business world's credentialing figures.
- Elizabeth Russell responded that 1S1, 1S2, 4S1 are the only parts of Perkins IV for which we will be reporting percentages. The state would need to negotiate the percentages with the federal officials.
- Gordon Creasy responded that Virginia is currently the only state with base-line data on industry credentialing and certification. Therefore, it is in a position to provide data to back the need to lower the credentialing percentage.
- Difference between a participant in CTE and a concentrator at the secondary and postsecondary [goes by credits]
- Nontraditional statistics
 - 25% or less of field is one gender
 - Need secondary and postsecondary collaboration
 - Ignite Program (Judy Sams and Career Prospects) focuses on nontraditional roles of females in high tech—piloting the program in 3 school divisions
- Elizabeth Creamer commented that postsecondary (community colleges) have had trouble with statistics related to graduation rates: under Perkins III, dual enrollment students were disallowed; also those taking longer than 2 years to graduate were disallowed. Technical skills attainment will be a challenge at community colleges under Perkins IV because the end of course grades won't work with Perkins IV. Therefore, they must have another measurement. Community colleges will also need to work on nontraditional student preparation and tracking.
- States have the opportunity to revise the state plan from year to year.
- Negotiation for performance standards has been at the state and federal levels in past years. Now state DOE will be negotiating percentages with local school divisions, and the VCCS will be negotiating with individual community colleges. These will need

justification (e.g., past performance). Local adjustments must not go so low as to keep state from achieving its percentage goal.

- Technical diploma and advanced technical diploma will eventually impact CTE: most speakers at hearing were from education and business and industry. Students who are pursuing these diplomas will be included and will increase the numbers for the Perkins performance standards.
- Brochure: Commonwealth Scholars and Transfer Made Easy (Attachment C; handout: Dual Enrollment: Policy Issues Confronting State Policymakers. (Attachment D)

Adjusted Timeline

- Participants will receive a copy of the minutes in approximately 3 weeks.
- Participants will also receive the executive summary of the proposed state plan.
- Please e-mail Elizabeth Russell any changes or additions to the minutes.

Peggy Watson reviewed the list of sub-committee members and made room assignments.

Group divided and met in sub-committees.

Large group reconvened.

Elizabeth Russell introduced Lan Neugent, Assistant Superintendent for Technology.

Lan Neugent stated that he is pleased to be affiliated with CTE

Sub-Committee Reports

- Assessment (Attachment E)
- Clusters/Career Pathways/Programs of Study (Attachment F)
- Collaboration (Attachment I)
- Special Projects (Attachment J)

Closing Remarks by Elizabeth Russell

- Appreciation expressed to the committee for the work accomplished at this meeting.
- Meeting adjourned at 2:55 p.m. by Elizabeth Russell.

ATTACHMENT A

**Virginia Department of Education
Career and Technical Education (CTE)
Perkins Program Year Budget
(Federal FY 2007 Funds – Available on July 1, 2007)**

TITLE I ASSISTANCE TO STATES

Local Formula distribution (not less than 85%)

Secondary Programs (85% of Title I Grant)	\$18,736,406.10
Postsecondary Programs (15% of Title I Grant)	<u>3,306,424.60</u>
Subtotal:	\$22,042,830.70

Reserve (not more than 10%, if applicable)

Secondary Programs (0% of Title I Grant)	
Postsecondary Programs (0% of Title I Grant)	
Subtotal:	\$ 0.00

Leadership (not more than 10%)

Corrections or Institutions (\$220,000.00)	\$ 2,593,274.20
Nontraditional training and Employment (\$100,000.00)	

State Administration (up to 5%)	\$ 1,296,637.10
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State Match (from non-federal funds)¹	\$1,335,560.50
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TOTAL: State Perkins Grant	<u>\$25,932,742.00</u>
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TITLE II – Tech Prep Education

Tech Prep Funds for Consortia	\$ 2,349,599.00
Number of Consortia: <u>23</u>	

Method of Distribution (check one):

Formular: x

Competitive:

Tech Prep Administration	\$ 70,005.00
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Tech Prep Curriculum Development	<u>\$ 0.00</u>
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TOTAL: Tech Prep Grant	\$ 2,419,604.00
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¹The state agency must provide state administration matching funds (dollar-for-dollar basis) from non-federal sources (state funds). The amount must be equal to the amount provided by the state in the preceding fiscal year. In the 1998 Act, an additional provision states that if the federal amount is reduced, the state may reduce its expenditure by the same percentage.

ATTACHMENT B
Virginia's Perkins Performance Standards
(Final Agreed Upon Levels – FAUPLS)

SEE ATTACHED FILE TO E-MAIL.

ATTACHMENT C
Commonwealth Scholars and Transfer

SEE ATTACHED FILE TO E-MAIL.



Policy Brief

Dual/Concurrent Enrollment

Education Commission of the States • 700 Broadway, Suite 1200 • Denver, CO 80203-3460 • 303.299.3600 • Fax: 303.296.8332 • www.ecs.org

Dual Enrollment: Policy Issues Confronting State Policymakers

By Carl Krueger

March 2006

The Need

The transition to a knowledge-based economy is fueling the demand for well-educated, technically proficient workers – in all sectors, across a wide range of occupations and even for entry-level positions. New civic demands also call for a highly educated populace. Although more students today begin college than 20 years ago, greater proportions are not graduating. Nationally, for every 100 9th-grade students, 68 graduate from high school, 40 immediately enter college, 27 are still enrolled in their sophomore year and 18 graduate within 150% time with either an associate's or bachelor's degree.¹ Far too many students experience substantial challenges in negotiating the transition from high school to college, resulting in a choice by many students to drop out of high school or college altogether. The result is that fewer than 20% of the 9th graders entering the education pipeline will graduate with a college degree by the age of 24. The United States cannot afford human capital loss of this scale and remain globally competitive.

In today's global economy, knowledge truly is power. The U.S. Bureau of Labor Statistics estimates that a majority of the fastest growing and highest paying occupations between now and 2014 require some form of postsecondary education.¹ In other words, a high school diploma will no longer suffice. One policy tool to improve postsecondary preparation and participation is dual enrollment – defined as an academic program where college-level courses are offered to high school students for college credit. The terms *dual enrollment*, *middle colleges* and *early college high schools* are often used interchangeably. While all of these approaches fall under the umbrella of dual enrollment, there are a few minor distinctions:

- *Dual enrollment programs* can be administered in high school classrooms, on a college campus or through a distance-learning provider.
- *Middle college high schools* are essentially high schools located on college campuses and enrollment is usually limited. Some middle college programs target low-income or at-risk students.
- *Early college high schools* integrate high school and college resources to create an accelerated curriculum and allow students to graduate with a high school diploma and an associate's degree in four or five years, instead of six. Reaching out to underserved students is also of feature of early college programs.²

Whatever form they take – dual enrollment, middle college or early college programs – multiple enrollment options provide students with the rigor of a college curriculum while still in high school, and the opportunity to receive both high school and college credits.

The Benefits

A growing body of research documents the benefits of dual enrollment. According to the U.S. Department of Education, college credits earned prior to high school graduation reduce the average time-to-degree and increase the likelihood of graduation for the students who participate in these programs.³ Recent research in Minnesota suggests that the number of students taking Advanced Placement tests rose by 988% between 1986 and 2004 as a result of the state's dual enrollment program.⁴ Figures from the Center for An Urban Future estimate that of the predominantly at-risk students enrolled in New York's LaGuardia Middle College High School, 90% graduated and went on to college.⁵ And because of the implementation of a P-16 initiative in Georgia that linked K-12 to postsecondary education in 1995, the percentage of high school students taking a rigorous core curriculum rose from 76% to 91% and postsecondary remediation levels fell by nearly 40%.⁶

The Controversy

Dual enrollment is not without controversy. Some policymakers and researchers see dual enrollment as diluting quality, while others see a system that shuts out low-income and low-achieving students. Still others worry about the quality of certain high school teachers who are asked to teach college-level courses. Carol Dougan, a trustee at Klamath Community College in Oregon, claims that dual enrollment programs are based on what she calls the "pitcher principle." They "suggest that learning can be poured into a student and that when the pitcher is full, a student should receive a degree."⁷ In her view, and the view of others, there is no attention paid to rigor in dual enrollment programs, only to seat time and standardized testing. But another point of view comes from Lauren Adams, a dual enrollment student at Chester County Middle College High School in Pennsylvania. Her participation in the middle college program allowed her to transform from an apathetic student with no intention of going to college to an engaged student "dead set on a double major."⁸ Proponents of dual enrollment point to success stories like Lauren Adams, insisting that when students are challenged, they achieve at higher levels. Or, in the words of Betsy Brand of the American Youth Policy Forum, students "rise to the occasion when they are treated like adults."⁹

The Basics

Dual enrollment provides high school students the opportunity to take postsecondary courses in state two- and four-year institutions. Eligibility and tuition requirements, funding streams and program features vary widely from state to state. Courses may or may not be designed specifically for high school students; they may be offered at the high school or at the college; and they may be taught by regular college faculty or by specifically certified high school teachers. Some programs offer college credit immediately upon completion of the course, while others offer the credit only when the student enrolls in postsecondary education. Currently, dual-enrollment policies exist at the state, board or institutional level in 47 states and their popularity seems to be growing.¹⁰

Growth

According to the Prichard Committee in Kentucky, the number of students enrolled in the state's dual enrollment program grew from 6,281 in 2000 to 14,123 in 2005.¹¹ The Center for an Urban Future estimates the number of colleges offering dual enrollment courses in New York grew from six in to 17 in a single year.¹² In Virginia, the number of students participating in dual enrollment programs rose from 2,000 to 6,700 in a six-year period.¹³ And in the Philadelphia area, the number of high schools offering dual enrollment rose from 75 to 112 between 2003 and 2005.¹⁴ Other statistics include:

- During the 2002-03 school year, 70% of public high schools offered courses for dual credit. (National Center for Education Statistics, 2005)
- 92% of schools offering courses for dual credit offered such classes with an academic focus, and 51% reported offering dual credit courses with a career and technical/vocational focus. (National Center for Education Statistics, 2005)
- Of schools offering dual credit courses on a postsecondary campus, 82% reported that these courses enrolled both high school and postsecondary students. Of schools offering technical/vocational dual credit courses on a postsecondary campus, 78% reported that these courses contained both high school and postsecondary students. (National Center for Education Statistics, 2005)

The Impact

There is evidence that dual enrollment increases academic performance and educational attainment. As previously mentioned, the U.S. Department of Education claims that college credits earned prior to high school graduation in dual-enrollment programs reduce the average time-to-degree. Time-to-degree average for students with no acceleration credits earned was 4.65 years, compared to 4.25 years for students who earned nine or more acceleration credits. The Department also estimates that one out of four students who ultimately earned a graduate degree earned nine or more credits by examination or dual enrollment, 10 times the proportion of students who earned no degree.ⁱⁱ At the state level, the Washington State Board for Community and Technical Education reports that students who participated in the state's "Running Start" program averaged a 3.14 grade point average once they transferred to the University of Washington and completed more credits than students who did not participate in the program.ⁱⁱⁱ

Despite the growing popularity and success of dual enrollment programs across the country, these programs still affect a limited number of students. While the percentage of Texas high school students taking dual enrollment courses in high school has tripled in the past decade, these students still make up only 6% of the total high school population.^{iv} In Washington, dual enrollment affects only about 9% of all high school students. This might be because the target population for dual enrollment programs has traditionally been academically motivated and successful students. There is evidence that dual enrollment programs are not reaching low-income or minority students. According to the National Center for Education Statistics, schools with the highest minority enrollment were the least likely to offer dual enrollment courses when compared to schools with lower minority enrollment – 58% to 78%.^v In general, policymakers have only recently focused on extending dual enrollment opportunities to underserved student populations.

Access

The Education Commission of the States has found that a growing number of states are extending dual enrollment opportunities to a broader array of students. New York's "College Now" program and the Chester County Middle College High School in Pennsylvania are two

examples of dual enrollment programs that specifically target low-income or underachieving students. The National Center for Education Statistics estimates that 5% of institutions with dual enrollment programs – or 2% of all institutions – had dual enrollment programs geared toward high school students at risk of academic failure.²⁰ While this is a small percentage, it does represent progress. Jobs for the Future notes that in states with long-term, comprehensive programs that offer courses at no cost to students, between 10% and 30% of juniors and seniors obtain college credit in high school.²¹ Jobs for the Future also notes that because dual enrollment programs can shorten the time to a college degree by as much as two years, states and families can subtract from the total cost of educating a student.²² Removing financial barriers and easing access to dual enrollment programs does seem to have an effect on the participation and success of underrepresented students. In Florida, where access to dual enrollment programs is fairly open, African American students who participate in a dual enrollment program enroll in postsecondary education at higher rates than peers who do not, 70% to 45%.²³

State Examples

States create dual enrollment programs for a variety of reasons, including:

- Fostering relationships between high schools and colleges
- Enhancing the efficiency of the K-12 and postsecondary systems
- Implementing a rigorous college-prep curriculum for all
- Increasing postsecondary attainment rates
- Reducing the number of students in remediation.

Whatever the reason, states take different approaches to establish dual enrollment programs. Some draft dual enrollment legislation, while others create voluntary partnerships between institutions. Some states target low-income and minority students for admission into programs, while others focus primarily on high achieving students. More important, some states provide dual enrollment free of charge to students by relying on district, institutional and state resources to offset the cost of tuition. The following states represent a cross-section of program designs and outcomes:

Florida: Most college courses in Florida are available for dual enrollment. Legislation mandates that all 28 community colleges and certain four-year institutions offer dual enrollment opportunities. In most cases, the college credit earned in high school will transfer to any public college or university. Students who attend a Florida public college or university are exempt from paying registration, matriculation or laboratory fees for courses taken through dual enrollment. Florida's data collection system can follow students through the high-school-to-college pipeline to determine where achievement gaps exist.

Program Web site: http://www.firn.edu/doe/postsecondary/pdf/dual_enroll_faq.pdf

Legislation: <http://caps.fiu.edu/de/destatute.html>

Minnesota: Established in 1985, the *Postsecondary Enrollment Options Program* was the first dual enrollment program in the United States. Minnesota statute makes the offering of dual enrollment options mandatory. Students pay no tuition or associated costs. The state has also set participation guidelines that specify students may not take more than the equivalent of two years of coursework through the program and schools may not offer students developmental or remedial coursework. It is estimated that, during the 2004-05 school year, 7,441 Minnesota high school juniors and seniors participated in PSEO at a postsecondary institution while 14,000 students participated in a college-level course taught at a high school. A University of Minnesota study estimates the number of students taking Advanced Placement tests in the state between 1986 and 2004 increased by 988% as a result of the PSEO program.

Program Web site: <http://www.ohe.state.mn.us/mPg.cfm?pageID=797>

Legislation: <http://www.revisor.leg.state.mn.us/data/revisor/statutes/2004/124D/09.html>

New York: There is no state dual enrollment legislation in New York. However, the City University of New York (CUNY) and the New York Department of Education established a high-school-to-college partnership in 1984. The “College Now” program provides numerous opportunities to students at different developmental stages, including the opportunity to earn a high school diploma and an associate’s degree simultaneously. One of the more notable features of CUNY’s program is that it offers college credit courses free of charge. Also significant is its commitment to underserved student populations. Of the 14,000 students enrolled in the College Now program in 2003, 22.2% were African American, 20.2% were white, 18.8% were Latino and 20% were Asian. Also in 2003, 32.4% of New York City public high school students who enrolled in the CUNY system in 2003 participated in the College Now program.

Program Web site: <http://www.collegenow.cuny.edu/>

Utah: The *New Century Scholarship Program*, created by the Utah legislature in 1999, allows students to complete the requirements for an Associate of Arts or Science degree while they are enrolled in high school. Students who complete the A.A. or A.S. degree by the fall following their high school graduation are then offered a scholarship that pays for 75% of their tuition at a Utah four-year college or university. The scholarship will be cancelled if a student fails to maintain a “B” average for two consecutive semesters. Since 2000, 270 students have earned an A.A. degree while in high school. Utah reimburses school districts \$39.34 per credit to offset the cost of dual enrollment programs. Utah’s funding system is unique since the state, schools districts and postsecondary institutions all contribute towards the cost of dual enrollment programs. This means that students can access the program at no extra cost to them. Concurrent courses are offered at all of Utah’s 109 high schools, 141 middle schools and 10 state colleges, ensuring equitable access for all Utah high school students. Utah has also established six early college high schools to serve underrepresented or underachieving students interested in pursuing careers in math, science or technology.

Program Web site: http://www.utahsbr.edu/html/new_century.html

Legislation: <http://www.utahsbr.edu/policy/r604.htm>

Washington: The *Running Start Program*, created by the legislature in 1990, allows students in 11th and 12th grades to take college-level courses at any of Washington’s community and technical colleges, as well as Washington State, Eastern Washington and Western Washington universities. This program allows students and the state to save money by reducing both the amount of time students spend in school and their college costs. It is estimated that in 2001, parents saved \$17.4 million in tuition and taxpayers saved \$34.7 million because of the Running Start program. It is also estimated that in 2003-04, 9% of all high school students in Washington participated in the Running Start program. Of this percentage, 17% were students of color. Colleges are reimbursed by the K-12 districts whose students participate in Running Start.

Program Web site:

<http://www.sbctc.ctc.edu/legislative/BriefingPapers/2003/Running%20Start%20one-pager.pdf>

Progress Report: http://www.sbctc.ctc.edu/data/rschrpts/RS_Final_Report_2004.pdf

Policy Considerations

As dual enrollment programs gain popularity in the states, policymakers need to carefully consider how to best design their programs. Creating a mechanism for moving students through the system without paying attention to rigor or quality is a waste of student time and state resources. Furthermore, asking students to pay for all or most of the costs of dual enrollment limits the number of students who participate and the effectiveness of the programs. States

should foster collaboration between the K-12 and postsecondary systems by easing the transition between high school and college, allowing the greatest number of students the opportunity to complete a postsecondary degree. States also need to let students and parents – particularly low-income students – know what dual enrollment options are available in their state through information campaigns. The following considerations are based on state examples and current research:

- **P-16 Collaboration:** The K-12 and postsecondary sectors can and should share responsibility for dual enrollment students. Dual enrollment can be a mechanism for aligning high school and postsecondary education, not merely a strategy for moving advanced students out of high school. The alignment of high school exit standards with college admission standards helps prepare all high school students for college-level learning. Dual enrollment programs can be part of a larger P-16 agenda. Some notable examples of states that are pursuing P-16 approaches – aligning education systems from preschool through four years of college – include Georgia, Indiana, Illinois, New York and Tennessee. Illinois offers “P-16 Initiative Grants” to colleges who, in turn, use this funding to offset the cost of tuition for dual enrollment students.
- **Funding:** Equitable financing mechanisms help to ensure that economically disadvantaged students are not excluded from dual enrollment programs because of their inability to pay tuition. Funding dual enrollment programs can come from a variety of sources so that one institution or system does not bear the full financial responsibility of the program. Financial arrangements in states like Utah, where funding is shared by the state and the K-12 and postsecondary systems, ensure that the widest possible range of students can benefit from dual enrollment programs without hampering partnering institutions.
- **Equity:** Dual enrollment can have a positive impact on the access to and attainment of a postsecondary credential for underrepresented students if the programs are made more widely available. The CUNY College Now Program in New York specifically targets economically and academically disadvantaged students for dual enrollment programs. Utah also ensures equitable access to dual enrollment by offering programs at every high school and college in the state.
- **Standards:** Dual enrollment does not have to mean diluting standards. States can maintain rigor and increase participation if they set eligibility standards and structure programs in ways that attract and engage both high achievers and underachievers. Washington is currently working to align the Washington Assessment for Student Learning (WASL) – which measures student achievement in reading, writing, science and math in the 10th grade – and college entrance requirements so that more students involved in the “Running Start” program are prepared for college-level work. The “Early Assessment Program” administered by the California State University System (CSU) aligns high school and CSU placement standards in English and math, and tests students’ college readiness in 11th grade so that below-average students can use the senior year to get up to speed. States can also limit the amount of course restrictions and increase the number of learning opportunities by allowing courses to be taught in high schools, on college campuses or even through distance learning. In 2000 the Kentucky Council on Postsecondary Education removed age and class-level restrictions for their dual enrollment program. The number of students participating in the program rose from roughly 6,000 in 2000 to over 14,000 in a five-year period.^{vi} Illinois and Washington allow students to receive instruction online, allowing their dual enrollment programs to reach students in remote areas and making it possible for students to access college courses from the high school classroom.
- **Articulation:** Easy transfer of course credit from high school to college, and then from community college to four-year institutions, is an essential component of any successful

dual enrollment program. Florida uses a common course numbering system to facilitate transfer between the systems. States should also address the needs and aspirations of academically oriented students and technically oriented students. Washington and Wisconsin, for example, offer dual enrollment options to students interested in pursuing career and technical education, as well as those interested in attending a university.

- **Public Relations:** Expanding dual enrollment policies can be part of a larger public agenda for higher education in the states. Students and parents need to know what options are available and how to access and utilize that information. Colleges and universities can prominently feature dual enrollment information and options on their Web sites. Even better, the state should launch a public relations campaign aimed at low-income and at-risk students using the Internet, the media, and middle and high school classrooms. The California State University System has developed marketing materials explaining their “Early Assessment Program,” which allows 11th graders to gauge their preparation for college-level English and math. Information about the program and CSU’s admissions and placement standards can be downloaded from the system’s Web site and mailed or displayed in the form of brochures, flyers or posters.^{vii} Washington law requires school districts to provide information about college admissions requirements and dual enrollment options to parents and students in the state.

Conclusion

Perhaps the most urgent perspective on the importance of high school graduation and college entry comes from economist Neeta Fogg when she says, “Failure to complete high school is almost equivalent to economic suicide.” The difficulties that students face if they drop out of the education pipeline will someday become the difficulties faced by society as a whole.^{viii} Dual enrollment programs, while still in relative infancy, are a key strategy for increasing postsecondary participation in the states and policymakers should implement them with care. Academic rigor, access and affordability are the keys to success when it comes to dual enrollment.

While there is evidence that dual enrollment smoothes the transition between high school and college and raises student achievement, the unknowns still outweigh the known when it comes to dual enrollment. Questions requiring further research include:

- Program outcomes – What is the full impact of dual enrollment policies?
- Program designs – Which programs work best?
- Student data – Who participates, who benefits? Does dual enrollment increase the educational attainment of those who are “low-achieving”? How can college-level learning be measured?
- Quality of Instruction – Are high school grading standards rigorous enough?

Additional Resources

Add and Subtract: Dual Enrollment as a State Strategy to Increase Postsecondary Success for Underrepresented Students

Add and Subtract is a policy primer for states interested in using dual enrollment to improve college access for underrepresented students. The report examines the rationale for dual enrollment programs, and provides data on dual enrollment participation in Florida, Utah, City University of New York (CUNY), Washington State, Illinois and Virginia. It asks essential questions about the evaluation of dual enrollment programs and also provides recommended solutions to those questions. Case studies of the dual enrollment programs in Florida, Utah and

CUNY are provided. Page 16 presents a state funding model for dual enrollment. (Nancy Hoffman, Jobs for the Future, April 2005)

http://www.jff.org/JFF_KC_Pages.php?WhichLevel=1&lv1_id=4&lv2_id=0&lv3_id=0&KC_M_ID=60

Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2002-2003

The findings of this report from the National Center for Educational Statistics address the prevalence of dual credit, Advanced Placement (AP) and International Baccalaureate (IB) course offerings in U.S. public high schools; the location and educational focus of dual-credit courses; the characteristics of courses for dual credit (course sequence, course instructors, student composition); and the eligibility requirements for enrolling in dual-credit courses.

Statistics are disaggregated by school size, geographic region and percent of minority enrollment. According to the report, over six in 10 schools offering dual-credit courses set eligibility requirements for students to enroll in such courses; in 42% of such schools, one requirement was teacher recommendation. (Tiffany Waits, J. Carl Setzer and Laurie Lewis, National Center for Education Statistics, April 2005)

<http://nces.ed.gov/pubs2005/2005009.pdf>

High School to College and Careers: Aligning State Policies

In order to better prepare students for life after high school, states need to align their education policies in ways that facilitate student transitions from K-12 to postsecondary education and the workforce. This report from the Southern Regional Education Board (SREB) highlights state policies in several areas: high school graduation requirements (including curriculum and exams), dual enrollment programs, college admission and placement standards, reports on student learning at the college level and merit-based scholarships. The report also provides one-page summaries of high school policies in all SREB states. (Rebecca Daugherty, Southern Regional Education Board, 2005)

<http://www.sreb.org/main/HigherEd/readiness/04E14-AligningStatePolicies.pdf>

Postsecondary Options: Dual and Concurrent Enrollment

A multi-state compilation from the Education Commission of the States, this StateNote provides information on dual enrollment policies from all 50 states and explains the variations between programs, including the funding and scope of the programs.

(Genevieve Hale, Education Commission of the States, 2001)

<http://www.ecs.org/clearinghouse/28/11/2811.doc>

Carl Krueger serves as a policy analyst in both the Information Clearinghouse and the Postsecondary and Workforce Development Institute for the Education Commission of the States. His current project, the National Collaborative for Postsecondary Education Policy, works with selected states to improve performance in identified areas of each state's postsecondary education system. Over the past three years, he has worked extensively in Washington, Rhode Island and West Virginia helping policymakers rethink the design and delivery of higher education in their states. Krueger has worked at ECS since 2000.

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Helping State Leaders Shape Education Policy

¹ National Center for Higher Education Management Systems, "Student Pipeline Data and Calculations by State," (Boulder, CO: NCHEMS, 2002).

¹ U.S. Bureau of Labor Statistics, "Tomorrow's Jobs," U.S. Bureau of Labor Statistics, <http://www.bls.gov/oco/oco2003.htm> (accessed 6 March 2006).

¹ For more information on middle colleges, please consult the Middle College National Consortium's Web site: <http://www.laguardia.edu/mcnc/>; for more information regarding early college high schools, please consult Early College High School Initiative Web site: <http://www.earlycolleges.org/>.

¹ U.S. Department of Education, *Principal Indicators of Student Academic Histories in Postsecondary Education 1972-2000*, (Washington, D.C.: U.S. Department of Education, 2004).

¹ Laura Accomando, Debra Hare Fitzpatrick and Joe Nathan, *Stretching Minds and Resources: 20 Years of Postsecondary Enrollment Options in Minnesota*, (Minneapolis: University of Minnesota, 2005).

¹ Neil Scot Kleiman, *Building a Highway to Higher Ed: How Collaborative Efforts are Changing Education in America*, (New York: The Center for an Urban Future, 2001).

¹ Stephen R. Portch, "Georgia Higher Education System Strong P-16 Partner," *State Education Leader* Vol. 20, No. 1, Winter 2002, (Denver, CO: Education Commission of the States).

¹ Carol P. Dougan, "The Pitfalls of College Courses for High School Students," *The Chronicle of Higher Education*, 28 October 2005.

¹ Kristen A. Graham, "Early College Not Just for Elite," *The Philadelphia Inquirer*, 23 December 2005.

¹ Ibid.

¹ Genevieve Hale, *Postsecondary Options: Dual/Concurrent Enrollment*, (Denver, CO: Education Commission of the States, 2001). <http://www.ecs.org/clearinghouse/28/11/2811.doc>

¹ The Prichard Committee for Academic Excellence, *High Schoolers Flock to College Courses*, (Lexington, KY: The Prichard Committee for Academic Excellence, 2005).

¹ Kleiman.

¹ Hans Andrews, "The Dual Credit Explosion at Illinois' Community Colleges," *Community College Journal* 71, 2001.

¹ The Philadelphia Inquirer's Report Card on the Schools, *The Philadelphia Inquirer*, http://www.philly.com/mld/inquirer/living/special_packages/school_report_card/ (accessed 6 March 2006).

¹ U.S. Department of Education, *Principal Indicators of Student Academic Histories in Postsecondary Education 1972-2000*, (Washington, D.C.: U.S. Department of Education, 2004).

¹ Washington State Board for Community and Technical Colleges, *Running Start: 2003-2004 Annual Progress Report*, State of Washington, 2004.

¹ Daniel O'Brien and Teresa Nelson, *A Head Start to College: Dual Enrollment in High School and Community College*, Paper prepared for the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 21-25, 2003.

¹ National Center for Education Statistics, *Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2002-2003*, (Washington, D.C.: NCES, 2005).

¹ National Center for Education Statistics, *Dual Enrollment of High School Students at Postsecondary Institutions: 2002-2003*, (Washington, D.C.: NCES, 2005).

¹ Nancy Hoffman, *Add and Subtract: Dual Enrollment as a State Strategy to Increase Postsecondary Success for Underrepresented Students*, (Boston: Jobs for the Future, 2005).

¹ Ibid.

¹ Florida Department of Education, *Dual Enrollment Students Are More Likely to Enroll in Postsecondary Education*, (Tallahassee: Florida Department of Education, 2004).

¹ The Prichard Committee.

¹ Public relations information and materials about California State's "Early Assessment Program" can be accessed at: http://www.calstate.edu/eap/marketing_materials.shtml.

¹ **Bob Herbert, "Locked Out At a Young Age," The New York Times, 20 October 2003.**

ATTACHMENT E

Assessment Sub-Committee

State Plan Review Committee Members

Bill Hightower
Olaniyi Lucas
Sondra Massie

Department of Education Representatives

Gordon Creasy
Judith Sams

CTE Resource Center Facilitators

Darren Morris

Overview

VDOE's Gordon Creasy provided an overview of strategies and procedures for negotiating items with the USDOE/OVAE's Jay Savage. Among other things, Virginia will try to clarify its standing as a silver-level achiever, determine the duration Virginia may sustain the silver-level in the new plan's term, and will define the requirements for achieving the gold-level. Virginia will be negotiating federal and state indicators. Virginia has good data and feels comfortable at establishing a baseline credential achievement. There is a feeling that without proper negotiations and education about certifications and credentialing, the OVAE will set the bar too high and will not be flexible in defining credentialing. The subcommittee turned its attention to meeting current silver-level requirements by discussing the history of the SCR (student competency record) and how that instrument is currently used. The members reviewed the recently drafted guidelines (by Anne Rowe) for SCRs, to ensure Virginia meets the silver-level requirements and the benefits of administering more rigorous SCRs. The CanDo system, an online, open-source system that uses automated SCRs for tracking student performance was demonstrated to the committee. All were immediately in favor of implementing the system in Virginia.

Student Competency Records as Assessment Instruments

- How is performance of students with IEPs factored into achievement/completer performance results?
- Can we exempt students with IEPs from sitting for credential exams if they choose to take a course that results in a credential, such as in Cosmetology?
- Guidelines are proposed to increase the legitimacy of the instrument and its usefulness.
- Reviewed and revised guidelines for SCRs
- The feeling is that pass rates will fall as rigor increases for SCRs
- The revised guidelines for SCRs:
 - Teachers evaluate student performance, no third parties.
 - Administrators who perform teacher evaluations should also approve/sign-off on SCR/program performance
 - Recommend sustain professional development for SCR acceptance, marketing, improved use, and the CanDo system.

ACTION ITEM: Change current silver-level standard from 95% of the students passing 80% of the task/comps to 80% passing 80% (this is important as SCRs become a more precise tool for recording student performance).

ACTION ITEM: The revised guidelines for SCRs:

- Teachers evaluate student performance, no third parties.
- Administrators who perform teacher evaluations should also approve/sign-off on SCR/program performance
- Recommend sustain professional development for SCR acceptance, marketing, improved use, and the CanDo system.

ACTION ITEM: Implement the CanDo system.

ACTION ITEM: Define who will administer and maintain the CanDo system

ACTION ITEM: Emphasize project-based learning and lesson plan creation

ACTION ITEM: Regarding interim Perkins Plan 2S1—VA should operate under the proposed silver-level standard and begin to identify gold-level program candidates

ACTION ITEM: Define gold level standards for Virginia regardless of the USDOE/OVAE, allowing for the separation of program credentials into smaller pieces or certification exams. This will allow Virginia to lead the way in gold level program achievers.

The Virginia Community College System

- Discussed creating an IEP for all students as a means of tailoring and customizing education for each student
- Concentrated on making statewide curriculum for a few courses/programs and using them as models to grow this initiative. At present, few unified instruction/curriculum goals are shared between campuses.
- Established SCR guidelines only address the secondary, not the postsecondary system

The CanDo System Demonstration and Review

- Participants preferred ACC's rating scale over statewide rating scale.

ATTACHMENT F
Clusters/Career Pathways/Programs of Study Sub-Committee

State Plan Review Committee Members

Tracy Green
Sandy Jones
Melissa Nehrbass

Department of Education Representatives

Sharon Acuff
Lynn Basham
Anne Rowe

CTE Resource Center Facilitators

Mary Grattan
Virginia Sowers

Follow up on Major Topics from June 19 Meeting

- Broaden Virginia's CTE curriculum development process to include secondary teachers, community college instructors, and four-year college/university faculty
- This was seen to be easily implemented at the secondary level; how to handle at the postsecondary level was not addressed, as there is currently no statewide curriculum development process.
- Gather information on Virginia's Commonwealth College Course Collaborative.
 - Tracy Green brought copies of the brochure describing the collaborative. She explained that under the CC Course Collaborative, high school students can take 13 hours of dual-enrollment credit designated as transferable among Virginia's community colleges and four-year institutions.
 - Tracy also explained that VCCS has a catalog of standardized course descriptions and course objectives for the state. The course descriptions were located on the Web and projected for the group to see; Tracy said she would e-mail the URL for the site containing the course objectives.
 - Tracy emphasized that course content for a specific course code may vary from college to college, because flexibility is needed for regional-specific courses to address local business/industry needs.
- Review existing transfer agreements among Virginia community colleges and four-year universities.
 - Tracy Green noted that JSCC has had tremendous success with the transfer of credit to four-year institutions as part of the Commonwealth Collaborative.
 - She also emphasized that increasingly community colleges are being viewed more positively by four-year degree seekers and their families, because the two-year schools offer financial savings, transferable general education credits that can be taken at the community college over the summer, and other advantages.
 - Build on the success of current dual-enrollment programs by expanding opportunities for high school students to earn transferable college credit.
 - The group considered the differences between dual-enrollment vs. advanced placement (AP) credit. Tracy Green explained that which one a college opts for is often a question of preference by regions of the state; e.g. NOVA and Tidewater tend to prefer AP to dual enrollment, she said, whereas many smaller and rural colleges prefer dual enrollment.
 - It was noted that, over time, articulation agreements are to be replaced with dual enrollment

- Tracy noted that more four-year colleges are asking questions about dual-enrollment instruction. Examples: What are the qualifications of dual-enrollment instructors? What is the quality of classroom instruction? What percentage of a given college class is composed of dual enrollment students? (Virginia Tech, University of Richmond, Harvard, and others are asking the questions.)

ACTION ITEMS:

Investigate postsecondary curriculum development process and options for collaboration with secondary teachers and four-year college educators

Work on expansion of the Commonwealth College Course Collaborative to include more transferable courses, particularly CTE.

- Research other states' strategies for approaching the challenges of high school/community college/university collaboration to achieve a seamless curriculum flow.
 - Anne Rowe, Career Cluster Specialist, Virginia Department of Education, reported on communication with other states, including responses from Ann Benson¹, Educational Consultant, Oklahoma, and Pamela Kirk², of the national Career Clusters Office.
 - Resources gathered by CTE Resource Center staff included
- The Career Pathways How-to Guide, by David Jenkins and Christopher Spence. Workforce Strategy Center, October 2006.
- Strengthening Transitions by Encouraging Career Pathways: A Look at State Policies and Practices, by Katherine L. Hughes and Melinda Mechur Karp. American Association for Community Colleges and Community College Research Center, Columbia University, 2006.

ACTION ITEM:

Continue research on secondary/postsecondary collaboration in other states.

¹ "This is a tough issue to deal with. My best answer is to remind people that national business/industry/education committees have identified the content through the cluster (foundation) and pathway knowledge and skills. This is done from a national perspective, and the individuals on these committees weren't concerned about what courses were called within individual institutions; rather, they wanted consistent content within the courses. I suspect that among the 23 different community colleges in your state they teach very similar curricula even if they call their courses by different titles. I would suggest they spend some time reviewing the content included from these committees at careerclusters.org.

"Beyond the cluster and pathway levels, institutions need to use national certification, credentialing and licensing standards to determine what should be taught. Again, what the various courses are called isn't nearly as important as what is included.

"These are just my thoughts." [E-mail from Ann Benson to Anne Rowe, 7/26/07]

² "I would definitely echo what Ann said. I think as a group the 23 community colleges could treat cluster and pathway knowledge and skills as national standards as a common starting point and then, look at the commonalities in content in areas of specialization across courses. Ann is exactly right with regard to common content being more important than common titles.

"Maybe if each of the 23 could start with the national Plan of Study model and then, customize with the names of their courses and add the areas of specialization they address at their school.

"It is a difficult issue especially with institutions that are used to working independently." [E-mail from Pamela Kirk to Anne Rowe, 7/26/07]

Communicating the concept of career clusters and pathways to parents

Melissa Nehrbass addressed this issue from the perspective of her position as state president of the Virginia PTA, making the following points:

- Middle school parents are a key audience (even though their children may not be) for career cluster information, because "it's the parents that move the kids."
- Changing the public perception of CTE should be a major aim of the career clusters initiative.
- One or more resolutions approved by the Virginia PTA this fall, as well as distribution of handouts/brochures at this fall's PTA conference, would be worthwhile steps in publicizing career clusters to Virginia parents.

ACTION ITEM:

Present a resolution of support for career clusters and pathways to the Virginia PTA convention in October.

ACTION ITEM:

Present a resolution to Virginia PTA that the clusters and pathways be used as the basis for development of technical diploma.

NOTE: September 15 is the deadline for submitting resolutions to state PTA prior to its October 26-28 meeting at the Renaissance in Portsmouth. Supporting information that would be needed for the proposed resolutions includes the following:

- Value of CTE
- Support for assessing career interests/aptitudes at the middle school level
- Support of clusters and pathways as preparation for careers/college

Anne Rowe noted that she would pay Melissa's expenses to come to Richmond to work with CTE staff on resolution and supporting background.

ACTION ITEM:

Prepare and distribute 400 copies of handouts/brochure on clusters for distribution at the PTA booth October 26-28.

Marketing the career clusters/pathways to a variety of additional stakeholders in education, labor, business/industry, economic development

- The group felt a train-the-trainer process would be a useful approach to reaching all major stakeholders.
- Subcommittee members drafted a sample flowchart that could serve to identify the many stakeholders who could benefit from train-the-trainer process.

ACTION ITEM:

Develop a train-the-trainer process, beginning with CTE staff and State Plan Committee members. See flowchart (Attachment G).

- The group developed a draft professional development plan with objectives, goals, and strategies for disseminating information about career clusters in Virginia and implementing career clusters and pathways statewide.

ACTION ITEM:

Build upon the professional development plan drafted by the Subcommittee. See Professional Development plan (Attachment H).

Increasing the number of Virginia CTE teachers that meet teacher certification or licensing requirements

- Members felt that business and industry representatives, as well as parents, would be good spokespersons to talk with colleges/universities about increasing teacher education offerings to prepare graduates as qualified CTE teachers.
- They also saw professional associations as another source of support for enhancing CTE teacher preparation.

ACTION ITEM:

Include professional development for teachers in the draft professional development plan. See Professional Development plan (Attachment H).

ATTACHMENT I
Collaboration Sub-Committee

State Plan Review Committee Members

Dr. Jon Ackley
Elizabeth Creamer
Walter Cross
Katherine DeRosear

Department of Education Representatives

Elizabeth Russell
Dr. Linda Wallinger
Lan W. Neugent

Assistant Secretary of Education

Judith Heiman

CTE Resource Center Facilitator

Peggy Watson

National Governor's Association (NGA) Grant for STEM

- Virginia is one of six states that received an NGA grant for Science, Technology, Engineering, and Mathematics (STEM). Of the 24 states applying, Virginia was the only state that used a CTE approach in its proposal.
- There are two components to the grant:
 - Creation of six Governor's academies for CTE
 - Establish exemplary standards for CTE programs; these standards will be required in the six Governor's academies
- Planning grants will be awarded in the fall of 2007; programs will be implemented in the fall of 2008.
- On August 23, a committee will meet to review currently available standards, to create Virginia's requirements, and to develop a rubric for evaluation.
- The Virginia Department of Education will implement the grant's academies component, and the Virginia Career Education Foundation will be responsible for the exemplary standards.
- The exemplary standards part of the grant will be a massive undertaking and will require several years to develop and implement. An external review team will be used in the evaluation of the standards.
- Discussions focused on the possible collaboration with WIA.

ACTION ITEM: Review the requirements of the incentive monies from WIA, Adult Education, and Perkins to determine if there might be connections among the Governor's academies, WIA incentive funds, and the new Perkins plan.

Clusters/Pathways

- The 81 pathway samples will be required in the Perkins Plan for the next five years. This must be secondary/postsecondary, but should we also study this as a comprehensive approach, P-adults?
- Virginia may want to consider state-level clusters advisory committees, with secondary/postsecondary recommendations for business/industry representatives.

ACTION ITEM: Consider statewide cluster advisory committees.

Collaboration with Other State Agencies

- Note previous discussions regarding WIA funds and adult populations
- Consider an expanded view of clusters/pathways to address more than secondary and postsecondary levels.
- Be sure to include emphasis on mathematics and science, as required by Perkins and the NGA grant.
- Include entities, such as State CTE Advisory Council, VA Career Education Foundation, P-16 Council, Workforce Council, SCHEV, VCCS, and VDOE. Need all parties at the table, but must remember to include local level personnel.
- This representative group should address vision, mission, transition from secondary to postsecondary, and marketing, but must ensure local energy to move the work forward.

ACTION ITEM: Determine if a larger approach is needed that will look at educational needs, options, and offerings Pre-K through adult. This could include defining a statewide vision and mission, but should not lose sight of local level input and buy-in.

Data Collection

- Must look at existing data system for secondary and postsecondary and determine how to connect the two.
- Must look at where data is collected to determine if systems can be merged or streamlined.

ACTION ITEM: Conduct research on best practices on tracking and reporting student data.

Dual-Enrollment

- How can we get non-traditional students and economically disadvantaged students into dual enrollment courses and programs?
- How can the implementation of dual enrollment be more consistent across the state so that students have equal access to these programs?
- There is a need for more secondary teachers to become certified to teach dual enrollment classes.
- Look at alternative pathways for certifying teachers.

ACTION ITEM: Offer incentive grants for:

- Scholarships for economically disadvantaged and non-traditional students
- Establishment of dual enrollment structure for courses and fees
- Teachers to become certified to teach dual enrollment classes.

Workplace Readiness Skills

- WRS need performance-based testing (NOCTI does not have this.).
- May need to assess through a variety of testing methods.
- May want to consider a portfolio assessment.
- Could this assessment be tied to CTE completer requirements?
- Should it be part of the exemplary standards for CTE?

ACTION ITEM: Review existing WRS and their assessment instruments and look at how Virginia could generate a portfolio assessment. Determine if this could be a part of the governor's academies?

Marketing CTE

- Need to market the value of WRS assessment to employers. They need to believe in our credential.

ACTION ITEM: Consider a comprehensive statewide marketing plan for CTE that would appeal to business leaders and would energize CTE at the local level.

Online CTE Courses

- Consider those courses that could be online offerings.
- Review Florida Virtual and University of Phoenix, as well as Virtual Virginia AP courses.

ACTION ITEM: Conduct a review of existing courses to determine those best suited for online delivery of instruction; conduct an analysis of steps needed to offer online CTE courses at the secondary level.

Teacher Preparation and Recruitment

- Need to understand why there are fewer CTE teacher prep programs in Virginia.

ACTION ITEM: Conduct a root cause analysis on the CTE teacher shortage issue; form a task force to analyze why we have the problem and how to address it.

Professional Development

- Ensure that all offerings follow DOE professional development guidelines and meet the sustained hour's requirement.

ACTION ITEM: Address three major areas for sustained professional development: project-based learning, 21st century life skills/workplace readiness skills, and clusters. Consider incentive grants that encourage collaborative professional development efforts, such as a math/science partnership.

Academic/CTE Collaboration

- Increase academic teachers' awareness of CTE.
- Use governor's CTE academies to further this effort.

ACTION ITEM: Consider incentive grants that would implement

- research-based programs in CTE
- communication connections among the disciplines.
- Look at additional courses/programs that could earn academic credits.

Competency-Based Education

- Look at ways to offer CTE that are not time-based.
- Virtual courses would not be time based.

ACTION ITEM: Review infrastructure and policies on course time allotment.

Summary of Possible Incentives

- Dual Enrollment
- Teacher Credentialing for Dual Enrollment
- Marketing of CTE, especially at the local level (to other teachers, employers for WRS, parents, students)
- Performance-based portfolio of WRS
- Online/Virtual CTE Courses
- Professional Development for Academic Teachers that would require CTE involvement

ATTACHMENT J

Special Projects Sub-Committee

State Plan Review Committee Members

Wayne Bennett
Donald Foss
Patricia Gabriel
Sarah Martin
Jim Poythress

Department of Education Representatives
Dr. Glenn Anderson
Scott Kemp
George Willcox
Connie Williams

CTE Resource Center Facilitator

Laura Beaton

Overview

VDOE's Scott Kemp provided an overview of special populations and career clusters/pathways. The sub-committee questioned how to bring other areas of the school to incorporate career clusters/pathways. Would there be some Special Project under Perkins to promote career clusters/pathways? Some suggestions were to provide time for teachers to talk and provide common and meaningful activities to promote career clusters/pathways. The sub-committee also talked about changing some of the career clusters/pathways' titles to make them have a positive perception throughout the school and community. It was noted that you could change the name locally, but when reporting the results, the original title must be used.

In the July 19, 2007 meeting, suggestions were offered, as noted in the minutes from the meeting. The sub-committee discussed all of the Special Projects and proposed new Special Projects in the following suggestions.

High Schools That Work (HSTW)

- Increase funding so that more schools could participate in HSTW, to help the sites have more in-depth training and coaching so that current sites would more deeply implement the framework and could model/mentor other schools, send teams for training, and have additional staff at the state level to coordinate HSTW.

Making Middle Grades That Work (MMGW)

- Design training to meet the goals for MMGW.
- In-depth training with pilot sites and revisits this to see if this is something to expand or modify statewide.

Technical Centers That Work (TCTW)

- Consider offering TCTW grants to technical centers.
- Training trainers to work with sites to fully implement HSTW, MMGW, and TCTW.

Grant Program for CTE/Academic Collaboration

- Give grants and recertification points to academic and technical teachers and community college professors to meet in the summer and develop rigorous SOL-correlated lessons plans (collaborative lesson plans) that can be shared across the state.
- Academic teachers need models for students to feel comfortable with problem-solving skills and considering non-traditional careers. (Project-based learning)

- In-service for teachers--academic teachers-learn more about the CTE approach to learning and the CTE teachers would learn how to implement academics more into their programs.
- State or regional conferences with academic and CTE teachers, administrators, transition specialists, and guidance counselors each year. (Help with marketing concept and collaboration among teachers)
- Academic teachers can go to the CTE courses to see the relationship between the SOL and course competencies/tasks.
- CTE teachers can go to the academic courses to see the relationship between the SOL and course competencies/tasks.

Career Resource Materials

- Have sites collect usage data. (*Note: Virginia Career VIEW does this.)
- All sites should be Bobby approved.
- Analyze the different sites to see if there is a need for all of them or if some of them could be combined.

CTE Resource Center

- Make sure Web site is Bobby approved.
- What resources would the CTE Center need to accomplish linking the SOL to both academic and CTE courses?

Project Lead the Way (PLTW)

- George Willcox provided the data pertaining to student outcomes that are involved in the project.
- Look at recruitment opportunities to enhance women's, non-traditional, special population role models in engineering, agriscience, and biomedical.

Economic Education and Financial Literacy

- Make link live. (Since links for the vignettes are currently active, this needs further explanation from the committee as to what they were requesting.)

Commonwealth Scholars

- Renew two-year program.
- Promote Commonwealth Scholars.
- Could tie this program into other programs (Project Lead the Way)?
- Add Recognition of Principles of Technology as a course.

Graduation Career Prep Academy (CPA)

- Expand the program beyond the four currently involved school systems.

Automotive Youth Educational Systems (AYES)--George

- Continue and possibly expand the program.
- Develop a strong advisory group to help supply teachers, equipment, location, etc. to assist with the program.
- Encourage work-based learning opportunities.
- Encourage non-traditional participation.

Certification Academies in Virginia

- Provide a screening process for students to enroll in academies.
- Pay for both teachers and students taking certification tests. (Concern expressed about paying for the test whether the student passes or not.)
- Encourage non-traditional participation.

- Develop a practice test or use already developed practice test before taking the certification test.
- Keep the title of the special project general instead of focusing on one academy.

Information Technology-Web Technologies Statewide Articulation Agreement

- Develop more statewide agreements. (dual enrollment)

Science, Technology, Engineering, Mathematics (STEM) Center Grant—George

- Goal to get more students involved in the engineering field to replace the engineers retiring.
- Start with students in the middle school to encourage students for this career path.
- Increase interest in these fields at all ages
- Idea: Project in a box--hands-on, can be done in a short period of time to get the interest of the students (Example: elementary-provide an assembly or Children's Engineering based experiences (based on VA SOL and engineering program), middle-hands-on or assembly, high school-hands-on)
- Idea: Develop a STEM-based curriculum framework guide to provide teachers with resources.
- Grants that focus on transitions from secondary to post-secondary STEM education that might lead to a certification, licensure, or college degree.

Teacher Recruitment Program

- Adjust salary scales for teachers in highly competitive technical fields to make them competitive with the private sector.
- Acknowledge industry certifications of teacher licensing renewal.

Teacher Training, Retraining, and Retention Program

- Post-secondary higher education training for CTE teachers (shortage in Virginia)
- Professional development and in-services on clusters/pathways for teachers and administrators, certification, etc.
- Compensation and/or release time in order to maintain competencies in the field.
- Continue to provide state funding for industry certifications for teachers.
- Providing staff development for CTE teachers to raise their math and science knowledge base.

Other Idea for a Special Project

- Encourage other localities/community colleges to apply for grants to establish regional technical programs for secondary students. (Jim Poythress discussed what he is currently trying to do for Virginia Western Community College (VWCC); it is a Governor's Academy for Advanced Technology with project-based and hands-on learning.)

ⁱ National Center for Higher Education Management Systems, "Student Pipeline Data and Calculations by State," (Boulder, CO: NCHEMS, 2002).

ⁱⁱ U.S. Department of Education, *Principal Indicators of Student Academic Histories in Postsecondary Education 1972-2000*, (Washington, D.C.: U.S. Department of Education, 2004).

ⁱⁱⁱ Washington State Board for Community and Technical Colleges, *Running Start: 2003-2004 Annual Progress Report*, State of Washington, 2004.

^{iv} Daniel O'Brien and Teresa Nelson, *A Head Start to College: Dual Enrollment in High School and Community College*, Paper prepared for the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 21-25, 2003.

^v National Center for Education Statistics, *Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2002-2003*, (Washington, D.C.: NCES, 2005).

^{vi} The Prichard Committee.

^{vii} Public relations information and materials about California State's "Early Assessment Program" can be accessed at: http://www.calstate.edu/eap/marketing_materials.shtml.

^{viii} Bob Herbert, "Locked Out At a Young Age," *The New York Times*, 20 October 2003.

APPENDIX E

CAREER AND TECHNICAL EDUCATION VCCS PERKINS AND TECH PREP GUIDELINES AND TEMPLATES



VIRGINIA COMMUNITY COLLEGE SYSTEM WORKFORCE DEVELOPMENT SERVICES

Guidelines for Completing the
Perkins Application
(including the Improvement and Local Plans)
for Fiscal Year 2008
(July 1, 2007-July 30, 2008)

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I. Introduction

The application for Perkins basic funding for FY 2008 introduces some of the changes in Perkins IV and begins the transition of career and technical programs funded by Postsecondary Perkins to career pathways.

Career pathways are not confined to Tech Prep Programs of Study although Tech Prep is one form of a career pathway. A career pathway is any program that:

- provides a structured and sequenced set of activities designed to prepare students for the skilled workforce in a targeted career cluster;
- is articulated with other educational institutions or with other programs within an institution (such as non-credit courses articulating with credit courses);
- develops core academic and technical skills in participants;
- introduces participants to business-based contexts through which they strengthen workforce readiness skills; and
- raises students' lifelong learning and career planning skills is a career pathway regardless of educational level or age of participants.

Indeed, in some states, the structure of career pathways is building a new type of adult education program, one in which development of basic academic skills is intertwined with job specific training and development of career planning and job seeking skills. Preconceptions that career pathways only extend to high school to community college alignment of career and technical education programs can be set aside; by FY 2009, all community college career and technical education programs receiving Perkins funds will be working towards integration of state approved career pathway program elements.

In this transitional year, Postsecondary Perkins programs will not be required to implement all of the elements of career pathways. However, colleges should know that career pathways are coming to Perkins, and that in this transitional year of Perkins IV funding, there are two major new requirements for all colleges related to moving Postsecondary Perkins into a career pathways framework.

The first of these is that colleges need to begin identifying those programs that meet the new Perkins requirement that funding be targeted to career pathways that lead to high skill, high wage, and high demand careers. Currently, there is no state level definition for "high skill, high wage, and high demand" programs of study. This means that colleges submitting local Perkins plans should determine those local career and technical education programs of study that meet the criteria leading toward high skill, high wage, and high demand occupations and should begin the process of aligning funding to identified programs.

In identifying its high skill, high wage, high demand career programs, colleges might consider that Perkins IV legislation eliminates the Perkins III focus on sub-baccalaureate careers. For local colleges, this means that Perkins local funds may be targeted to transfer programs such as Nursing (R.N.), Engineering, and Computer Science as well as to Associate of Applied Science and certificate and degree programs. Programs eligible for Perkins funding at the local level must emphasize career as well as educational preparation and must be targeted to a specific

career cluster and pathway. Thus, while transfer programs in Engineering, Computer Science, and other disciplines could be Perkins funded, transfer programs in Liberal Arts and Science are not eligible.

The second major requirement designed to help colleges move towards a career pathways framework for local Perkins programs is the requirement that all colleges receiving Perkins funds in FY 2008 will have a college-wide career pathway team in place. As previously stated in the Tech Prep RFP for FY '08, each college receiving a Tech Prep or Postsecondary Perkins grant must have in place a college Career Pathways team to be comprised of a college leader for Perkins, the Tech Prep Director or Coordinator and approximately 6-12 additional individuals with expertise and authority in the areas of curriculum development and improvement; articulation and dual enrollment including articulation between community colleges and universities; business and industry partnerships; economic and workforce development; career coaching and career planning at high school, college, and adult levels; work-based learning, including service learning, internships and co-ops; apprenticeships; job placement services; outreach and recruitment; and resource development, i.e. grants writing or institutional advancement. Each college's Career Pathways team will be charged with advising, aligning, and assessing on the local college level all college initiatives related to all VCCS career pathway programs to include Postsecondary Perkins, Tech Prep, Career Coaches, Apprenticeships, and other programs as identified by the VCCS or local college. These college teams should meet approximately three times a year. A record of decisions made and action items should be maintained for use in compiling annual performance reports for Perkins, Tech Prep, and other VCCS career pathway grants. The structure and leadership of the college career pathways team should be decided by the college.

The spirit of Perkins IV is that local grant funds will be used for program improvement to ensure that college career and technical education programs are current, durable, and rigorous. The primary purposes of the new Perkins Act are as follows:

- develop challenging academic and technical standards and related challenging and integrated instruction in career and technical education programs;
- increase opportunities for individuals to keep their localities and regions competitive in the global workforce;
- focus on high skills, high wage, high demand occupations;
- conduct and disseminate research and information on best practices;
- promote partnerships (education, workforce boards, business and industry, community agencies); and
- provide technical assistance and professional development.

As in FY '07, this RFP incorporates a Local Improvement Plan into the application in order to create a strong relationship between Perkins funded activities and local college performance to support federal benchmarks. As part of this process, community colleges are required to indicate the Perkins established performance measures that were not met by the local college in FY 2005 and to propose activities that will directly improve performance on these measures.

II. Accountability and Evaluation

In 2007-08, the VCCS will increase its emphasis on accountability and evaluation of programs operating under Workforce Development Services including postsecondary Perkins. VCCS has built accountability and evaluation into the application and program performance/evaluation process. This includes:

- Reviewing applications: VCCS staff will review applications to ensure that the activities proposed by colleges align with Perkins legislation. Applications that appear to be out of compliance with Perkins legislation will be returned with recommendations for revision. Colleges will be asked to re-submit the application with amended changes.
- Monitoring of reports: VCCS staff will monitor and review quarterly financial and performance reports to ensure adherence to the activities proposed in the application. Colleges must submit management and budget amendments if they plan to allocate funds for activities that were not originally described in the application.
- On-site evaluations: VCCS staff will visit select colleges in 2007-08 to conduct on-site evaluations. Evaluations will focus on adherence to activities proposed in the application, compliance with Perkins legislation, and assurance that colleges are proposing activities that align with programs that are in need of improvement.

III. Strategic Planning for the Use of Grant Funds

The following guidelines are provided to assist colleges in planning for the use of Perkins funds.

Intent of Perkins Legislation: Colleges should ensure that proposed activities align with the intent of the Perkins legislation. The intent of Carl D. Perkins Act of 2006 is to:

- ❖ further develop the academic, career and technical skills of career and technical students through high standards;
- ❖ link secondary and postsecondary career and technical programs;
- ❖ disseminate national research about career and technical education; and
- ❖ provide professional development and technical assistance to career and technical educators.

Programs Eligible for Perkins Funds: Community Colleges should ensure that a program meets the Perkins definition of career and technical education, which is provided below. In addition, colleges must strive to ensure that Perkins funded programs are of sufficient size and scope and provide services to special populations.

Perkins Definition of Program Components

- ❖ The program involves organized educational activities.
- ❖ The program has a sequence of courses that leads to a degree, certificate or other formal award (i.e., industry certification, license, etc.). In order to meet this requirement, the program must have at least two career and technical courses in the same occupational area and a minimum of one academic course component. Career and technical courses

are those with the objective of preparing students for specific occupations or cluster of occupations.

- ❖ The program provides individuals with academic and technical knowledge and skills through integrated academic and technical instruction.
- ❖ The careers for which the program prepares students are in current or emerging employment sectors.
- ❖ The program employs competency-based applied learning techniques.
- ❖ The curriculum includes activities that address work attitudes and general employability skills.
- ❖ The curriculum includes occupational specific skills.
- ❖ The program is of sufficient, size, scope, and quality to be effective. (This may include the addition of a distance learning component to a program)
- ❖ The program provides for equitable participation of special populations.

Reflecting Community Needs: In order to ensure that the community college is providing the job skills and up-to-date technology training that will support economic growth, information regarding community needs should be obtained from the following resources:

- ❖ local business and industry;
- ❖ local Workforce Investment Board;
- ❖ advisory councils;
- ❖ state and local governments; and
- ❖ any other entity that is able to help identify vital new and emerging occupations for the area.

Prioritizing Funds: The funding requirements in the FY 2008 application place a high priority on improving program performance, as community colleges are required to allocate a percentage of their funds toward improving performance on measures that were not met in FY 2006. The following guidelines are provided to assist colleges in prioritizing funds in completing both the improvement and local plans in the application.

- ❖ **Local Improvement Plan:** Community colleges that did not meet one or more **state targeted** Perkins performance measures (i.e., graduation rate and non-traditional student enrollment and retention) in FY 2006 must develop a plan to improve performance. Perkins performance measures, definitions, and target levels in FY 2006 are provided in Part One of the grant application. The following guidelines are provided to assist colleges in the process of completing their local improvement plan.
 1. Evaluate the reasons why the measures were not met, and determine what practices or policies of the college need to be adjusted as a result. Although some causes may be beyond the control of the college (external factors), causes that are within the control of the college should also be identified.
 2. Determine which programs and types of students the community college will concentrate on in order to meet the state levels of performance.
 3. Determine which services should be expanded, changed, or implemented in order to improve student performance.
 4. Determine what resources and/or funds are available to implement these activities.

-
- ❖ **Local Plan:** Community colleges are free to use the remaining funds for allowable Perkins activities. The following guidelines are provided to assist colleges in prioritizing these funds.

1. Determine which career and technical programs still need improvement based upon the criteria provided on the previous page under “Programs Eligible for Perkins Funds.” For example, identify which programs do not have a distance learning component, etc.
2. Determine the activities needed for the program requiring improvement.
3. Determine what resources and/or funds are available to implement these activities, and what additional resources are needed.

IV. College and State Performance in 2005-06

Each year, Virginia must report its performance on federally approved Perkins performance measures. For the 2005-06 Perkins grants cycle, there were a total of seven measures in post-secondary education which focused on the areas of student attainment, completion, placement and persistence, and equity. The measures and their related definitions are provided on page 9.

Each year the state negotiates annual performance targets with the U.S. Department of Education for each of the described measures. In FY 2006, Virginia failed to meet federally negotiated statewide targets for Graduation Rate, Non-Traditional Gender Enrollment Representation, and Non-Traditional Gender Representation Graduation.

At the local level, community colleges varied in the number of measures that were below target levels. Community colleges that did not meet one or more of the target levels are normally required in their Perkins application to develop an improvement plan comprised of proposed activities that will improve performance for the measures that were not met. However, Perkins IV eliminates some of the performance measures—such as Academic Skills—that were in place for Perkins III and revises others. Since the methods of measurement for Perkins IV performance measures are still in development, for this transitional year, colleges will only have to complete a local improvement plan for three measures that remain consistent from Perkins III to Perkins IV. These are graduation rate and non-traditional student enrollment and graduation. Additional information is contained in Part I of the Perkins grant application for FY '08. Colleges should know that while the graduation rate is a priority performance measure for the VCCS, the method of measuring graduation rate for each college will change from the method employed by the VCCS in Perkins III. One of the changes in Perkins IV legislation is that the state is now required to work with each college to provide technical assistance and, if necessary, to apply sanctions for under-performance by the college in one or more Perkins measures; therefore, the VCCS is taking great care in assessing the methods through which Perkins performance measures, such as graduation rate, are obtained.

The table on page 8 shows individual and system-wide performance on the Perkins performance measures that were in place for the grant cycle 2006-07. These measures were Academic Skills; Technical Skills; Graduation Rate; Placement, Employment and Further Study; Retention, Employment; Non-Traditional Gender Representation Enrollment; and Non-Traditional Representation Graduation. Colleges must complete a Local Improvement Plan (provided in Parts I and II of this grant application) for the graduation rate and non-traditional student enrollment and graduation measures.

Section IV: College and State Performance in 2005 – 2006
Table 1 - Local and State Level Performance on Perkins Performance Measures (FY 2006)

INDIVIDUAL PERFORMANCE FOR VCCS COMMUNITY COLLEGES 2005-2006								
	1P1	1P2	2P1	3P1	3P2	4P1	4P2	# Did not meet
	Academic Skills	Technical Skills	Graduation Rate	Employment and Study	Retention in Employment	Gender Representation	Gender Representation Graduates	
Target	74.99	86.33	17.86	70.20	90.45	19.86	27.00	
BRCC	78.38	86.83	23.97	85.89	96.67	15.49	18.75	2
CVCC	83.86	89.97	19.64	86.69	96.96	23.16	27.72	0
DSLCC	78.67	88.40	28.57	81.68	95.28	12.20	15.97	2
DCC	76.69	91.45	27.69	79.35	96.41	10.63	7.84	2
ESCC	74.60	89.94	33.33	85.92	95.00	14.91	6.67	3
GCC	78.95	86.29	14.29	76.42	96.74	23.63	9.68	3
JSRCC	83.25	84.46	15.96	82.27	96.51	17.39	15.59	4
JTCC	82.95	91.80	15.19	86.58	97.20	14.14	18.60	3
LFCC	85.47	89.28	27.59	78.06	88.98	20.55	18.14	2
MECC	75.17	87.64	20.38	63.08	91.23	16.98	16.03	3
NRCC	73.95	86.90	18.24	82.69	94.81	15.47	14.47	3
NVCC	74.46	81.54	6.40	66.91	93.37	29.62	27.22	4
PHCC	79.37	90.22	26.06	76.98	91.19	28.11	33.33	0
PDCCC	75.68	88.29	10.81	80.00	92.19	21.33	25.40	2
PVCC	78.47	88.67	25.81	82.14	97.76	25.45	24.24	1
RCC	84.90	84.16	16.28	83.33	97.87	16.89	23.46	4
SVCC	78.19	87.65	25.00	74.94	91.02	13.1	45.36	1
SWCC	80.85	89.77	25.15	62.26	91.15	21.96	26.16	2
TNCC	75.08	87.50	8.75	65.78	92.58	20.09	32.67	2
TCC	76.48	88.50	5.52	72.88	92.32	20.23	16.99	2
VHCC	79.34	88.17	21.70	64.92	90.00	19.02	23.57	4
VWCC	72.75	87.91	18.92	82.91	96.10	23.20	24.46	2
WCC	80.00	91.58	32.69	76.15	96.91	13.55	6.33	2
VCCS	77.99	86.84	16.89	75.07	94.08	20.32	21.89	2
-Indicates that the college did not meet the target performance measure								

The Postsecondary Performance Measures are:

- 1P1 Technical Skills;
- 2P1 Credential, Certificate, or Degree;
- 3P1 Student Retention or Transfer;
- 4P1 Student Placement; and
- 5P1 Nontraditional Participation and Completion.

Colleges are reminded that, ultimately, each local college's performance in terms of meeting these measures will determine whether or not a college is sanctioned by the state for its Perkins performance. Currently these performance measures are being refined with guidance provided by the U.S. Department of Education. Once general measures are developed, VCCS will review them with colleges to receive feedback and identify any data issues. An expected review of the data with colleges will be in early summer.

V. Funding Allocations

The Virginia Department of Education is the primary recipient of Perkins grant funds from the U.S. Department of Education. Of the total allocation, 15% is allocated to post-secondary efforts (not including Tech Prep). Local funds are distributed to individual community colleges based on the number of career and technical education students also receiving federal Pell grants. There is a minimum allocation of \$50,000 to each community college. The table on page 10 provides the proposed Perkins allocations for FY 2008.

Funds are distributed to colleges on a quarterly reimbursement basis (September, December, March and June), based on actual expenditures in accordance with approved activities identified in the Perkins application.

Distribution of Perkins Funds 2007-08					
		Career and Technical Ed.	Recipients		Allocation
College		Pell Number	%		Amount
BRCC		492	2.27%		\$73,709.98
CVCC		405	1.87%		\$60,675.90
DSLCC		308	1.42%		\$50,000.00
DCC		1254	5.79%		\$187,870.55
ESCC		156	0.72%		\$50,000.00
GCC		313	1.45%		\$50,000.00
JSRCC		1736	8.02%		\$260,082.36
JTCC		1182	5.46%		\$177,083.73
LFCC		352	1.63%		\$52,735.59
MECC		1474	6.81%		\$220,830.30
NRCC		685	3.16%		\$102,624.66
NVCC		1426	6.59%		\$213,639.08
PHCC		1181	5.46%		\$176,933.91
PDCCC		417	1.93%		\$62,473.70
PVCC		240	1.11%		\$50,000.00
RCC		396	1.83%		\$59,327.54
SSVCC		1730	7.99%		\$259,183.46
SWVCC		1416	6.54%		\$212,140.91
TNCC		1290	5.96%		\$193,263.97
TCC		2549	11.78%		\$381,883.60
VHCC		728	3.36%		\$109,066.80
VWCC		1228	5.67%		\$183,975.31
WCC		687	3.17%		\$102,924.30
	Totals	21645	100%		\$3,290,425.65

VI. Perkins Approved Activities

Perkins approved activities are divided into two sections: required and permissible. Although colleges are not mandated to allocate Perkins funds in each of the required activities, colleges must describe in their application how they are providing services for these activities through either Perkins, state, or local funds or other non-financial means. In addition to the required activities, Perkins legislation provides an extensive list of permissible activities. Many of these permissible activities appear to overlap with required activities. Therefore, the list of permissible activities provided has been modified to reduce duplication between required and permissible activities.

The following is a list of required and permissible activities, including examples.

Required Activities

1. **Curriculum Enhancement:** Involves activities that will strengthen the skills of students participating in career and technical education programs. This can be achieved by strengthening the academic, career and technical components of such programs through the integration of academics with career and technical education programs in a coherent sequence of courses to ensure learning in the core academic and career and technical subjects. These activities may include: integration conferences, curriculum redesign, and joint academic/CTE projects.
2. **Work-Based Learning:** Work-based learning is a coordinated, coherent sequence of career development experiences based on instructional preparation related to student career goals that occur in cooperation with business and industry and/or other community partners to expose students to all aspects of industry. Activities may include: project-based learning, case-based learning, business simulations, planning and organization of student/career organizations, co-ops, internships, apprenticeships, mentoring, shadowing; or participation of business/industry representatives in the mentoring and shadowing opportunities.
3. **Use of Technology:** Develop, improve or expand the use of technology, which may include:
 - a. training of career and technical education personnel in state-of-the-art technology, including distance learning;
 - b. providing career and technical education students with the academic and career and technical skills that lead to entry into the high technology; and
 - c. encouraging community colleges to work with high technology industries to offer voluntary internships and mentoring programs.

Activities may include: adding computer estimating to welding or constructional curricula; electronic inventory management in catering or marketing; website courses; distance learning projects; implementing high tech learning or visual aids.

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4. **Professional Development:** Provide professional development programs to teachers, counselors, and administrators including:
 - a. in-service and pre-service training in state-of-the-art career and technical education programs and techniques, in effective teaching skills based research, and in effective practices to improve parental and community involvement;
 - b. support of education programs for teachers of career and technical education to ensure that such teachers and personnel stay current with all aspects of industry;
 - c. internship programs that provide business experience to teachers; and
 - d. programs designed to train teachers specifically in the use and application of technology.
 5. **Evaluation:** Develop and implement evaluations of career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met. Activities may include: advisory committees, data collection and analysis, and relevant meetings.
 6. **Modernization and Expansion:** Initiate, improve, expand, and modernize quality career and technical education programs: Some activities may include: upgrading of existing computers, machinery, equipment, and/or teaching aids; expanding existing programs due to increased enrollment; and development of new programs based on labor market needs.

Permissible Activities

1. **Career Planning:** Activities may include: Career coaching, student support services, collaborative projects with other partners, placement services and counseling, student advising and tutoring.
2. **Special Populations (includes non-traditional):** Provide programs for special populations. Perkins legislation defines special populations as individuals with disabilities; individuals with economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; and individuals with barriers to educational achievement, including individuals with limited English proficiency. Activities include adaptive equipment software; programs for special populations; interpreters; and testing, advising, counseling and supportive services.
3. **Administration:** Community colleges are permitted to allocate no more than 5% of costs towards the administration of Perkins funds. Administration is defined in the following section (Expenditures Guidelines).

VII. Expenditure Guidelines

The following is a summary of the primary restrictions that directly apply to postsecondary Perkins funding. Additional funding restrictions are provided in Conditions and Statement of Assurances provided in Appendix A.

Carryover: Perkins IV does NOT allow colleges to carry-over unexpended funds from one fiscal year to the next. All must be obligated and submitted for reimbursement by June 4, 2008 to allow VCCS to check college requests against the original requests approved in the application.

Perkins funds are considered to be obligated when the following occurs:

<u>Type of Cost</u>	<u>Obligation Occurs</u>
Equipment	Date of Purchase Order
Work of Employees	When Work is Done
Contracted Services	Date of Written Agreement
Travel	When Travel is Taken

Budget Changes: In the event funds need to be expended (category or dollar amount) in any manner other than stipulated in this plan, the eligible recipient must submit, in writing, a request to amend the plan. This request must include an explanation of proposed changes along with a revised copy of the plan and the budget. Perkins funds shall not be expended prior to the receipt of an email approving the requested change.

Perkins 5% Administrative Cost Allowance: Perkins allows colleges to allocate 5% of expenditures for administration. Perkins defines administration as activities necessary “for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including supervision, but does not include curriculum development activities, personnel development, or research activities.” VCCS interprets this definition as indirect costs: the costs related to the supervision, reporting, and accounting of funds as listed in the local plan.

Perkins Funds Supplement, Not Supplant: Funds may be used to supplement, but not supplant non-federal funds. Funds may not be used to meet unfunded state mandates or general ongoing operations of an institution of higher education. Maintaining and operating viable programs is the responsibility of the community college.

Three-Year Limit: A community college should not fund any project, service, or activity for more than three years, the year of the inception of the funded activity and the two following years, in order to meet the program improvement requirements of Perkins.

Personnel: Personnel may be funded via the college’s Perkins grant in cases where:

-
- ❖ they are providing service to special populations who are also career and technical students (as defined by the Federal Perkins legislation); and/or
 - ❖ they are assigned to functions and/or projects designed to improve career and technical education as measured by federal Perkins performance measures.

Academic and technical instructional faculty may only be funded through Perkins IV for a new program or the expansion of a program. The expenditure would only be allowable for the first three years of the program or expansion.

In **all** cases the following conditions must be met:

- ❖ a job description is written and submitted for each position prior to the employment of the individual;
- ❖ Personnel Activity Reports (PAR's) are filled out and filed for each employee (Appendix B provides a sample report);
- ❖ Perkins funds are not supplanting state funds; and
- ❖ Perkins funds only support the portion of a person's time assigned to Perkins related functions.

Equipment: Purchase of any equipment with Perkins funds must have:

- ❖ property records including acquisition date, cost, source, percent of federal funds used to purchase the item, location, use and condition of the equipment and ultimate disposition;
- ❖ adequate safeguards to prevent loss, damage, or theft; and
- ❖ adequate maintenance procedures.

Equipment purchased with Perkins funds may be used as described in the Perkins application, but may also be used in other programs under certain conditions. Equipment may be used by non-Perkins programs as long as the use is incidental, does not interfere with the original purpose of the acquisition, and does not add to the cost of using the equipment.

Special Populations/Non-Traditional Student Assistance: In providing support for a program for special populations or non-traditional training and employment activities, a community college may use Perkins funds to provide direct assistance to students. This includes dependent care, tuition, transportation, books, and supplies, if all of the following conditions are met:

- ❖ recipients of the assistance must be individuals who are members of special populations who are participating in career and technical education;
- ❖ assistance may only be provided to an individual to the extent that it is needed to address barriers to the individual's successful participation in career and technical education programs.

Direct financial assistance to individuals is not, by itself, a program for special populations. It must be part of a broader, more generally focused effort to address the needs of individuals who are members of special populations. It should be one element of a larger set of strategies designed to address the needs of special populations.

Allowable/Unallowable Expenditures: In addition to the required and permissible use of funds identified in the Act, the following is a list of Perkins expenditures that have been specifically identified as allowable and unallowable.

Allowable	Unallowable
<ul style="list-style-type: none"> • Aptitude and interest assessment materials. [Note: It is not permissible to use Perkins funds to support individual student WorkKeys assessments or individual student certifications unless students are members of a special population as defined by Perkins legislation.] • Career planning and career coaching services (including career planning, work-based learning placements, work referrals, and references). • Support for student career or professional organizations. • Conference registrations for the purposes of professional development of faculty, teachers, and/or staff. • Institutional memberships to professional or related educational organizations for the purpose of providing educators with professional development. • Travel. • Consultants. • Equipment purchases or leases. • Instructional aides. • Translation services. • Services for students with disabilities. • Speakers on educational or workforce topics. • Product based stipends (i.e., personnel costs for developing a new course syllabus, revising curricula, etc., provided that such services are rendered during times/periods in which providers are off contract). 	<ul style="list-style-type: none"> • Administrative costs that exceed 5%. • Direct assistance to students such as tuition assistance, college fees, textbooks and supplies, and/or certification or assessment test fees with the exception of assistance to individuals who are members of special populations or non-traditional groups. [Note: Student wages or stipends cannot be paid through Perkins regardless of the student's status as a member of a special population as defined by Perkins legislation.] • Awards and memorabilia. • Contributions and donations. • Individual memberships to professional organizations. • Furniture. • Facilities other than one-time rental fees for professional development or student events. • College tuition, books, fees unless for a college course designed specifically to provide a group of educators with targeted professional development. • Fines and penalties. • Alcohol. • Fund-raising. • Grant writing services other than administrative costs (to be factored into the 5% administrative cap on such costs) for writing Perkins applications and reports. • Lobbying. • General administration, overhead or costs to operate the college. This includes office supplies and office furniture. • General advertising. • Salaries and/or benefits of regular academic and technical education teachers unless such educators are dedicated to initiating a new career and technical education program that is not more than three years old. Perkins funds cannot be used to supplant salaries previously or currently paid by the college. • Student organization dues and transportation. • Student stipends or tuition. • Payments to students to purchase tools, uniforms, equipment, or materials.

Allowable	Unallowable
<ul style="list-style-type: none"> Personnel costs to begin and/or expand new career and technical education program (a program is only considered new for up to three years). Any costs necessary and reasonable that correspond to the Perkins core performance measures. 	<ul style="list-style-type: none"> Stipends to faculty/staff for attending meetings or professional development activities. College course tuition required for teacher licensure. Entertainment. Purchase of vehicles. Refreshments and meals not associated with professional development activities. Any costs not necessary or reasonable. Any costs that would supplant state or local funds.

VIII. Application Requirements and Timeline

The Perkins Application for FY 2007 is provided in two sections. The first part is provided in a Word document format. The second part is provided in an Excel format. The following table lists the items that need to be completed as part of the grant application.

Section VIII Application Requirements and Timeline
Table 1 Perkins Grant FY 2007 Application Items

Items to be Completed for the Perkins Grant Application FY 2007	
Word Document (part I)	Excel (part II)
<input type="checkbox"/> Perkins Plan Signatures [Section A]	<input type="checkbox"/> Local Improvement Plan (detailed description)
<input type="checkbox"/> List of members of college Career Pathways Leadership Team to include names, titles, and contact information.	<input type="checkbox"/> Itemized Budget
<input type="checkbox"/> Identification of Perkins programs to be funded [Section B]	<input type="checkbox"/> Summary Budget
<input type="checkbox"/> Local improvement plan (identification of measures not met and related theories as to why they were not met) [Section C]	
<input type="checkbox"/> Local Plan (narrative description) [Section D]	
<input type="checkbox"/> Minimum program requirements [Section E]	

Timeline

A signed copy of this application is due to the Virginia Community College System, Workforce Development Services Unit, no later than June 18, 2007. In addition, an electronic copy of the application is to be sent to ecreamer@vccs.edu.

The following table provides a timeline of activities for Perkins funds.

Section VIII Application Requirements and Timeline
Table 2 - Timeline of Activities

Activity	Time Frame
Release of Perkins Guidelines and Application	April 25, 2007
Perkins Applications Due	June 18, 2007
Applications reviewed by VCCS (recommendations may be provided)	June 18-25, 2007
Perkins Funds Distributed	July 1, 2007
Submission of fiscal requests for reimbursement	Third Friday of October 2007, January 2008, April 30, 2008; and June 4, 2008
Final Report Due	July 31, 2008

IX. Evaluation of Perkins Applications

All applications will be reviewed for compliance with (1) eligibility, (2) use of funding, and (3) the application of guidelines as described. VCCS staff reserves the right to make recommendations for revision to any application. Applications approved for funding with recommendations will be required to submit a revised application.

Appendix A: Conditions and Statement of Assurances

1. Programs services, and activities included under this agreement will be operated in accordance with The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and all applicable laws.
2. None of the funds made available under this Act (Perkins IV) will be used to provide funding under the School-to-Work Opportunities Act of 1994 or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under this Act (Section 6).
3. The applicant will submit descriptive and statistical reports containing complete, accurate, and reliable data that measure the progress of students, including special populations, as required by Perkins IV (Section 123(b)).
4. Students who participate in career and technical education programs will be taught the same challenging academic proficiencies as all other students (Sec 134(b)(3)(D)).
5. The applicant will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs (Section 134(b)).
6. The applicant that receives funds under this part will use such funds to improve career and technical education programs (Section 135(b)(7)).
7. Funds made available under this Act for career and technical education activities will supplement and shall not supplant, non-federal funds expended to carry out career and technical education and tech prep activities (Section 311(a)).
8. No funds received under the Act will be used to require any secondary school student to choose or pursue a specific career path or major or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery (Section 314).
9. No funds received under this Act will be used to provide career and technical education programs prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students (Section 315).
10. No funds provided under this Act will be used for the purpose of directly providing incentives or inducement to employers to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered (Section 322).
11. Funds used under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel may, upon request, permit program participation by career and technical education teachers, administrators, and other personnel in non-profit private schools offering career and technical education programs located in the geographical area served by such agency or recipient (Section 317(a)).
12. None of the funds expended under Perkins IV will be used to acquire equipment (including computer software) in any instance which such acquisition results in a direct financial benefit to

any organization representing the interest of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.

13. Programs funded under the Act will be coordinated with the Local Workforce Investment Board to avoid duplication with Workforce Investment Act Title I programs, adult education, and other federal training programs.
14. The local community college will use the state-provided career and technical program area competency list identified for each course (for which such lists have been developed by the state and disseminated to the colleges) to provide instruction for students and to rate the student's level of competency attainment.
15. The local community college shall identify the number of special population students enrolled in career and technical education programs, assess the career and technical needs of the students identified as special populations, and develop an adequate plan to provide supplementary services sufficient to meet the needs of such students.
16. This plan includes input from the local career and technical education advisory council which is composed of members of the public, especially representatives from business, industry, and labor (if applicable), including appropriate representation of both sexes and the racial and ethnic minorities found in the school, community, or region and in consultation with teachers, parents, students, and interested community leaders. **Individual college statement may be attached after this page.*
17. Local programs of career and technical education shall be evaluated annually using the performance standards and measures as approved by the State Board of Career and Technical Education, and in compliance with the requirements of Section 113 of The Carl D. Perkins Career and Technical Education Act of 2006.
18. Equal opportunities in career and technical education programs will be provided to persons and without discrimination because of race, gender, religious preference, national origin, or disability.
19. Statistical, financial, and descriptive reports and data required by the Virginia Community College System and/or the U. S. Department of Education with regard to career and technical education programs will be submitted as requested and within the specified timelines.
20. Procedures are in place to ensure that lists of essential competencies which are modified for students with Individualized Education Programs (IEPs) or Section 504 plans must, as a group, be selected so that student attainment of the modified list of essential competencies prepares the student for a job or occupation.
21. Career and technical services, programs, and activities will reflect labor market needs and student interest.
22. Career and technical student organizations will be an integral and active part of each career and technical program.
23. An inventory of all equipment purchased in whole or part with federal funds provided by this federal grant will be maintained, and all such equipment will be available for use by students in the approved career and technical education program for which it was purchased.
24. Recipients of federal funding that plan to use any equipment (purchased in whole or in part with federal funds) in any program, project or activity other than the one for which it was originally purchased or who planned to dispose of or trade in such equipment must comply with the provisions of EDGAR.

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25. Funds will not be expended in any manner other than as budgeted in the original plan or amended plan (if applicable). In the event funds need to be expended (category or dollar amount) in any manner other than stipulated in this plan, the eligible recipient must submit, in writing, a request to amend the plan. This request must include an explanation of proposed changes along with a revised copy of the plan and the budget. Perkins funds will not be expended prior to the receipt of a letter of approval for the original plan and/or the amended plan (if applicable).
 26. The local plan shall be for the same period of time as the State Plan submitted under Section 122 of Perkins IV.
 27. The locality will not fund any project, service, or activity for more than three years, the year of its inception and the two following years, in order to meet the program improvement requirements of Perkins IV (see program improvement page 13).
 28. The locality will comply with certification regarding debarment, suspension, ineligibility, and voluntary exclusion – lower tier covered transactions.
 29. Career and technical education programs will operate consistently with all federal and state requirements and regulations.
 30. Reports and other information required by the State will be submitted within the dates and timelines established, and documentation will be maintained for seven years.
 31. Reimbursement requests from community colleges will not be processed for those community colleges that have outstanding data and/or reports required by federal legislation, state legislation, or the Board of Career and Technical Education.

Appendix B: Sample Personnel Activity Report

Individuals that are not funded solely through Perkins funds must maintain records of the percentage of time spent on Perkins related activities. These records must be completed monthly and signed by the individual. These reports are to be maintained by the community college and kept of file for auditing purposes. The following is a sample report.

Employee Name:	Reporting Period (list month):
Description of Activity:	Percent of time spent on activity:

I certify that I have performed the activities as described above.

Employee's Signature

Date

I certify that the employee has performed the above activities.

Supervisor's Signature

Date



POSTSECONDARY LOCAL ANNUAL PLAN AND APPLICATION
For Fiscal Year 2008 Funding
(July 1, 2007 – June 30, 2008)

Community College:		Date:	
Perkins Administration Contact Person:			
Title:			
Mailing Address:			
Telephone:		E-Mail:	
		Fax:	

Statement of Purpose

The purpose of the Carl D. Perkins Career and Technical Education Act of 2006, as it relates to postsecondary institutions, is to develop more fully the academic, technical, workforce readiness and business skills of postsecondary students who elect to enroll in career and technical education programs. Funds may be expended only for purposes allowable under Perkins IV.

The Perkins Application for FY 2008 is provided in two sections. The first part is provided in a word document format. The second part is provided in an Excel format. The following table lists the items that need to be completed as part of the grant application.

Items to be Completed for the Perkins Grant Application FY 2007	
Word Document (part I)	Excel (part II)
<input type="checkbox"/> Perkins Plan Signatures [Section A]	<input type="checkbox"/> Local Improvement Plan (detailed description)
<input type="checkbox"/> List of members of college Career Pathways Leadership Team to include names, titles, and contact information	<input type="checkbox"/> Itemized Budget
<input type="checkbox"/> Identification of Perkins programs to be funded [Section B]	<input type="checkbox"/> Summary Budget
<input type="checkbox"/> Local improvement plan (identification of measures not met and related theories as to why they were not met) [Section C]	
<input type="checkbox"/> Local Plan (narrative description) [Section D]	
<input type="checkbox"/> Minimum program requirements [Section E]	

One signed copy and one additional copy of this application is due to the Virginia Community College System, Workforce Development Services Unit, no later than June 18, 2007. In addition, an electronic copy of the application should be sent to ecreamer@vccs.edu. An electronic version of this application is available on the VCCS website <http://system.vccs.edu/workforce/grants/perkins>.

Section A: Plan Signatures

Authorizing Official Plan Signature:

(To be signed by the college president or other authorized officer of the college who may sign legal documents.)

I hereby certify that the information provided in this Postsecondary Local Annual Plan and Application for FY 2008 is true and correct to the best of my knowledge, information, and belief, and assure that the required Perkins conditions (see Appendix A of the VCCS Perkins Guidelines) will be met. All approved programs, services, and activities will be conducted in accordance with state and federal laws, rules, and regulations.

In addition, I hereby certify that the assurances and conditions stipulated in this plan will be complied with in providing programs and activities for career and technical education and those funds will be used as stipulated in the approved plan.

Authorized Official
Signature:

Printed Name and Title:

College Career Pathways Team

In order to ensure a productive working relationship between all college personnel and to prevent the potential for duplication of services among other programs, each college receiving a Postsecondary Perkins and/or Tech Prep grant in FY 2008 must have a college wide career pathways team as described in Section I of this RFP's guidelines.

List below the college career pathways team, to include the name of each individual, job title, and e-mail address. Indicate the team leader and recorder.

Section B:

Identification of Perkins Programs

Community Colleges should ensure that a program meets the Perkins definition of career and technical education. As part of this process, the following criteria should be met.

- ❖ The program involves organized educational activities.
- ❖ The program has a sequence of courses that leads to a degree, certificate or other formal award (i.e., industry certification, license, etc.). In order to meet this requirement, the program must have at least two career and technical courses in the same occupational area and a minimum of one academic course component. Career and technical courses are those with the objective of preparing students for a specific occupation or cluster of occupations.
- ❖ The program provides individuals with academic and technical knowledge and skills through integrated academic and technical instruction.
- ❖ The career for which the program prepares students is in a current or emerging employment sector.
- ❖ The program employs competency-based applied learning techniques.
- ❖ The curriculum includes activities that address work attitudes and general employability skills.
- ❖ The curriculum includes occupational specific skills.
- ❖ The program is of sufficient size, scope, and quality to be effective.
- ❖ The program provides for equitable participation of special populations.

List the programs to be funded with Perkins in FY 2008 that meet the criteria listed above and identify the type of credential provided.

Program	Credential (degree, certificate, certification, etc.)
1.	
2.	
3.	
4.	
5.	
6.	

List programs that the community college provides and intends to fund through Perkins that meet most of the criteria of a Perkins program, but are in need of improvement or further development. Describe the area(s) that are in need of improvement.

Program	Area (s) in Need of Improvement
1.	
2.	
3.	
4.	
5.	

Section C: Local Improvement Plan

[To be completed if your college did not meet the state targets *for state level priority performance measures* in FY 2006]

In the table below, check the measures that were below the target level in FY 2006 by your college (see Perkins guidelines for state and college level performance in FY 2005).

Note: In previous grant cycles, local colleges have had to prepare a local improvement plan that addressed all Perkins performance measures that the college did not meet in the preceding grant year. However, some Perkins performance measures have changed from Perkins III to Perkins IV. Specifically, Perkins IV does not have a performance measurement of academic skills and other performance measures are in the process of revision. For this reason, in this transitional year, colleges are only required to write a Local Improvement Plan if they failed, in Academic Year 2005-06, to meet state benchmarks for one or more of the following performance measures: Graduation Rate (previously 3P1), Gender Representation (formerly 4P1) and Gender Representation Graduates (formerly 4P2).

Measure	Target FY 2007	College Performance FY 2005	Measure Met? (Y or N)
3P1- Graduation Rate	16.89		
4P1- Gender Representation	20.32		
4P2- Gender Representation Graduates	21.89		

In the table below, list the measures that were not met in FY 2006 and provide at least two possible causal factors for each measure as to why performance was below the target level. [Note: Although there may be apparent external factors that are beyond the control of the college, colleges should also provide internal factors that are within their control.] Based on the causal factors listed, provide at least one strategy for improvement that the community college will implement. Strategies should be based on information from subject experts or literature that supports the hypothesis that the proposed strategies will effectively address the problem. Review of literature may include information obtained through national organizations, presentations at conferences, internal Institutional Research studies, etc. In addition, describe the populations and programs that will be targeted as part of the strategy.

Perkins Performance Measure	Causal Factors	Strategies for Improvement	Review of Literature Regarding Proposed Improvement Plan	Target Populations and Programs
	1. 2.	1. 2.		
	1. 2.	1. 2.		

In Part Two of this application, provide a description of the activities that will be provided to improve each measure.

Section D:
Local Plan
(For Remaining Perkins Funds)

In 400 words or less, provide a brief description of any additional activities that the college will implement with the remaining Perkins funds (exclude those activities described in the improvement plan). Include a description of what programs or populations need additional assistance through Perkins funds and how the activities described relate to the additional need for assistance for these programs/populations.

In the appropriate spreadsheet in Part Two of this application, provide a more detailed description of each of the major activities. Instructions are provided in the attached spreadsheet.

Section E: Minimum Program Requirements

The Perkins Act sets forth minimum content requirements for all Perkins local plans. The content minimum requirements include Perkins required activities and other additional requirements. The purpose is to ensure that the college's career and technical education programs meet the minimum requirements necessary to receive funding under the Act.

Perkins Required Activities:

Complete the budget portion of application. Indicate which of the Perkins required activities (numbers 1-6) will receive Perkins funding in FY 2008. If Perkins funds are not being used for any activity, then provide a brief description of how the college will ensure that the required activity is being met either through non-Perkins funds. [Note: A full description of Perkins activities is provided in the VCCS Perkins Guidelines Section VI.]

Perkins Required Activity	Receives Perkins Funds in FY 2006? (Y or N)	If no, provide a description of how the college will ensure that the required activity is being met through non-Perkins funds or non-monetary activities
1. Curriculum Enhancement		
2. Work-Based Learning		
3. Use of Technology		
4. Professional Development		
5. Evaluations		
6. Modernization/Expansion		

Additional Requirements:

For each of the items below, provide a clear description, including specific strategies, of the college's efforts in meeting the minimum requirements. All elements must be addressed, whether or not Perkins grant funding is utilized to support the efforts. If the efforts have already been described under either the improvement or local plan sections, please indicate so and provide reference information.

1. Describe how the college will ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students.

<p>2. Describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title. Since post-secondary Perkins is a required partner in the workforce investment system established through the Workforce Investment Act, include a description of the local college's involvement with the local workforce investment board.</p>
<p>3. Describe how the college will identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations.</p>
<p>4. Describe how the college will provide programs that are designed to enable special populations to meet the state adjusted levels of performance.</p>
<p>5. Describe how the college will ensure that individuals who are members of the special populations will not be discriminated against on the basis of their status as members of special populations.</p>
<p>6. Describe how funds will be used to promote preparation for nontraditional training and employment.</p>



VIRGINIA COMMUNITY COLLEGE SYSTEM WORKFORCE DEVELOPMENT SERVICES

Guidelines for the Use of Tech Prep Funds for FY 2008

I. Eligible Organizations

Community colleges within the Virginia Community College System (VCCS) are eligible to apply for state FY 2007 Tech Prep program funds. To receive Tech Prep funds in 2007-2008, a VCCS college must follow the guidelines and criteria established by VCCS and VDOE and referenced in this document.

II. College Administration of Tech Prep

The VCCS must have a primary point of contact (POC) from each college receiving a Tech Prep grant in FY 2007. This POC may be Tech Prep directors and coordinators or other Career Pathway Directors identified by their colleges as Tech Prep leaders. Tech Prep directors, coordinators, and administrative staff whose payroll and benefits are fiscally supported by Tech Prep grant funds must be local community college employees. The lead administrator and VCCS contact for the Tech Prep program must be a Coordinator or Director, either classified or faculty ranked.

In 2007-2008, each college receiving a Tech Prep or Postsecondary Perkins grant must have in place a college Career Pathways team to be comprised of the Tech Prep Director or Coordinator and not less than 6 nor more than 12 individuals with subject expertise and authority in the areas of curriculum development and improvement; articulation and dual enrollment, including articulation between community colleges and universities; business and industry partnerships; economic and workforce development; career coaching and career planning at high school, college, and adult levels; work-based learning, including service learning, internships and co-ops; apprenticeships; job placement services; outreach and recruitment and resource development, i.e. grants writing or institutional advancement. Each college's Career Pathways team will be charged with leading, advising, and assessing on the local college level all college initiatives related to all VCCS career pathway programs to include Postsecondary Perkins, Tech Prep, Career Coaches, Apprenticeships, and other programs as identified by the VCCS or local college. These college teams should meet not less than three times a year and provide to the VCCS a summary of decisions and action items.

III. VCCS Administration

The administrator of the Tech Prep program at the VCCS level will be the Director of Postsecondary Perkins/Tech Prep, Workforce Development Services (WDS), VCCS.

IV. Local Tech Prep Leadership Teams

In addition to working as an active member of a college Career Pathways team, each local college must ensure that its Tech Prep program is supported by an active and visionary Tech Prep leadership team that will serve to set the vision, mission, values, goals and objectives; strategies and tactics; and evaluation and marketing plan for high school to community college career pathways in the local college service region. This active leadership team should meet not less than three times a year and maintain documentation of its meetings, to include posting a summary of the meeting or minutes on a Web site or on the statewide Tech Prep on-line community.

Tech Prep Leadership Teams must contain representatives of the following stakeholder groups: school divisions; community college; universities (if relevant to a consortium's career pathways); business and industry; and workforce and economic development. Additionally, the following functional categories should be represented on the local Tech Prep Leadership Team: administration; instruction including faculty and teachers from both core academic and career and technical education areas; career services; and economic or workforce development.

Local Tech Prep Leadership Teams may be called Tech Prep Advisory Committees or Steering Committees but must meet the criteria established above to fulfill the criteria that a locally funded Tech Prep program must have an active leadership team in place that represents its educational, business and industry, and workforce development stakeholders.

V. Virginia Career Pathways

The purpose of Tech Prep grant awards is to provide funds for local Tech Prep Leadership Teams, administered by community colleges, to develop, expand, and promote career pathways that provide a seamless transition for students from secondary to postsecondary education and that lead to high wage, high demand, and/or high skilled careers. Tech Prep funds are specially targeted to high school to community college pathways or to high school to community college to university pathways. High school CTE programs that do not have an articulation or dual enrollment agreement in place with a locally approved postsecondary education institution are not eligible for Tech Prep funding nor are college programs that are not articulated with at least one local school division career and technical education program.

In 2007-2008, all VCCS Career Pathway programs, to include Tech Prep, must align or be in the process of aligning with the statewide definition and elements of a career pathway as developed by VDOE and VCCS. The seven Tech Prep program elements, developed and approved by a statewide task force in 2004-2005, correlate with the new and broader definition and elements of career pathways. To allow colleges to transition into new statewide elements for career pathways, including such elements as alignment of high school program to the relevant college program entry and entry placement requirements, local Tech Prep leadership teams will continue to have the option of choosing from among state approved career pathway elements instead of moving immediately into integrating all of the elements into their local pathways in 2007-2008.

VI. Award Amount

The award amount will be \$95,902 per college excepting Tidewater Community College (TCC) and Northern Virginia Community College (NVCC). Award amounts for those two colleges will be \$143,853 and \$191,804 respectively. Colleges that meet specific program management quality indicators in 2006-2007 will be eligible to apply for additional Tech Prep funds that may carry over from FY 2007 into FY 2008. Carryover funding available for this purpose will be announced to local colleges by December 2007 with any supplementary awards distributed in January 2008.

VII. Minimum Requirement to Apply for Award in FY 2008

A VCCS college applying for a FY 2008 Tech Prep grant award must meet each of the following minimum administrative requirements.

- The college must act as the lead agency and fiscal agent for local Tech Prep programs.
- The college must have an active college-wide Career Pathways Leadership Team in place with names, titles, and contact information of college members made available to the VCCS Director of Postsecondary Perkins/Tech Prep.
- The college must have an active community-based Tech Prep Leadership Team in place with names, titles, and contact information of college members made available to the VCCS Director of Postsecondary Perkins/Tech Prep.
- The Tech Prep consortium must produce a one year strategic plan, as required by the Tech Prep application that is also approved by the college Career Pathways Leadership Team.
- The college must employ a full or part time director or coordinator for the college Tech Prep program that will lead program initiatives and be responsible to the VCCS for accountability and reporting requirements.
- The college must develop or improve with local school division(s) and business and industry at least *three* articulated, secondary to post-secondary Tech Prep Career Pathways based on local industry needs. *Each of these Tech Prep Career Pathways must contain at least four of the seven state-approved program elements for career pathways which are described later in this document.*
- The college must provide as an in-kind contribution to the grant the following administrative support: (1) supervision of the program administrator; (2) office space on a college campus (3) basic office equipment and services such as a desktop computer, a printer, Internet access, and telephone service to include ability to make and receive long distance calls, and access to fax machine; (4) office supplies for administrative business of the grant.

VIII. Tech Prep Career Pathway Criteria:

Tech Prep in Virginia has put into place the following criteria that must be met for a local secondary to postsecondary program of studies to be identified as a Tech Prep Career Pathway:

- A written articulation agreement must be in place for each Tech Prep Career Pathway between the community college (or other approved postsecondary institution) and at least one school division. Each agreement must provide for opportunities for concurrent or deferred college credits through articulated or dual enrollment credits for high school student career and technical education course work. Articulation and dual enrollment agreements must be approved and signed by a postsecondary representative at the level of Dean or above and by a secondary representative at the level of a program specialist or above. Each agreement must be reviewed and revised as necessary each year.

- A locally endorsed sequence of core academic and CTE courses from Grade 9 through the postsecondary component of the Tech Prep Career Pathway must be developed and presented through a VCCS Tech Prep Career Pathway Framework. A Career Pathway Framework must be completed and on file for each Tech Prep Career Pathway to be funded through the 2007-2008 Tech Prep Grant. By June 1, 2007, each locally approved Tech Prep Career Pathway must be mapped to the statewide Career Pathway Framework and electronic copies provided to the VCCS WDS Office of Postsecondary Perkins/Tech Prep. That office will then approve the programs on a state level.
- Career Pathway Frameworks provide both core academic and career and technical education (CTE) courses that prepare students for continued education and training in the designated career pathway. The secondary component of a Tech Prep Career Pathway must contain both core academic and career and technical education course sequences. The postsecondary component of a Tech Prep Career Pathway must contain career and technical education course sequences and core academic course(s) or course equivalent(s) or a formal assessment of student's core academic skills to include immediate opportunities to improve any identified deficits in academic knowledge required to succeed in the selected pathway (Note that experiential learning, on-line instruction, etc. may qualify as a course equivalent if such learning provides the opportunity to earn or be awarded college credits or advanced standing).
- Tech Prep Career Pathways must lead to a postsecondary credential. This can include an associate or baccalaureate degree or an industry certification or licensure. At the postsecondary level, these credentials should be of a type or level that expands beyond certifications generally available through secondary level CTE programs. If the postsecondary component of a Tech Prep program is an industry certification or licensure, rather than an associate or baccalaureate degree, the program must be of sufficient length and duration to meet the criteria for a Tech Prep Career Pathway. When applicable, Tech Prep Career Pathways should offer students opportunities for continued education as well as access to the skilled workforce.
- Strategic planning and program improvement for each Tech Prep Career Pathway must be advised by a local Tech Prep Leadership Team representing participating school divisions, participating postsecondary institutions, workforce development, and business/industry.
- Activities conducted through a local Tech Prep grant must support and be supported by the overall strategic plan of the local college Career Pathways Team.
- Identifying Tech Prep Students
 - Secondary Students
 - *Future Process.* It is anticipated that local Tech Prep programs will be required to formally enroll high school students in Tech Prep Career Pathways. Two enrollment tools are currently in development: a statewide Tech Prep student registration form and an on-line registration system.

At the point in which a statewide student registration system for Tech Prep students is implemented across the state, there will be two criteria applied to identification of secondary students as Tech Prep.

- The student will complete an enrollment form or enroll in an on-line career pathways system that indicates intention to pursue a Tech Prep Career Pathway **and**
- The student will be enrolled or have previously completed at least two career and technical education courses that are contained in a Career Pathway
- *Transitional Process.* Until an on-line Career Pathways secondary to postsecondary student registration system is adopted by the VCCS and VDOE, Tech Prep students will be identified as those who meet the following criterion:
 - The student will be enrolled or will have been enrolled in the past in at least two CTE courses included in a Tech Prep Career Pathway

- Postsecondary Students

- *Future Process.* At the point in which secondary Tech Prep students can be enrolled in a statewide registration system that will allow VCCS officials to verify their entry into higher education, postsecondary Tech Prep students will be identified by three criteria.
 - The student will declare a program major (or apprentice program or other eligible postsecondary program) that is also the postsecondary component of a Tech Prep Career Pathway.
 - The student will enter the community college as identified program completers of a high school Tech Prep program.
 - The student will enter the community college or eligible postsecondary program having received a high school diploma not more than two academic years from the date of enrollment into the postsecondary program.
- *Transitional Process.* Since a statewide system of identifying secondary level Tech Prep students is not yet in place, it is necessary to have a transitional plan by which postsecondary Tech Prep students will be identified. For the purposes or reporting data for the 2007-2008 Tech Prep annual report, postsecondary Tech Prep students will be identified as follows:

- students under 21 years of age who declare or have declared a college program major that is also the postsecondary component of an approved Tech Prep Career Pathway *and*
- students who enroll or were previously enrolled in the community college who qualify to receive or have previously earned one of the following:
 - ◆ dual enrollment credits for high school coursework in a CTE subject area
 - ◆ articulated credits or for high school coursework in a CTE subject area

- *Student Data and Program Evaluation*

Beginning with the 2007-2008 grant cycle, local Tech Prep programs will be evaluated based on the performance of Tech Prep students. Program evaluations will look at student recruitment at both secondary and postsecondary levels, graduation rates, and other outcomes as listed on pages 16-18 of this document.

The shift to evaluating local programs by student performance may lead to a shift in program activities in some colleges. In general, there might be more emphasis in providing systematic and sustained program services to CTE students who have declared their intention to pursue a Tech Prep Career Pathway and enrolled in CTE classes. Career coaching or planning is pivotal to the process of student enrollment and identification.

Tech Prep programs might also begin marketing those specific program elements that they will provide to students enrolled in a Tech Prep Career Pathway. Student benefits of program enrollment might include: career coaching, job shadowing, work based learning, service learning, college orientation, industry mentors, scholarships, tutoring services, learning communities, dual enrollment options, and more.

IX. Career Pathway Program Elements

The vision of Tech Prep in Virginia is that each local Tech Prep consortia will move towards including in their local pathways all seven Tech Prep Career Pathway program elements. These program elements were collaboratively developed and approved in Fall 2004 by a statewide leadership team comprised of VCCS, VDOE, and local college and school division representatives. In the 2007-2008 Tech Prep grant, local colleges must address a minimum of **four state approved program elements** for each Tech Prep Career Pathway that will be an area of focus in the upcoming grant cycle.

The seven state approved program elements of a Tech Prep career pathway are as follows:

1. Articulation and Dual Enrollment
2. Business and Industry Partnerships
3. Curriculum Improvement and Alignment
4. Career Coaching and Career Planning
5. Project and Work Based Learning
6. Transitional Services
7. Sustainability

Colleges working on the current RFP may find that some of their proposed activities—such as project based learning—seem to satisfy the definition of more than one program element. In cases such as this, colleges should choose which element's outcomes they will intentionally address through a planned initiative or activity and write up the activity under the element that best corresponds with the planned outcome(s). One activity cannot be used to demonstrate activity in two program elements however applicable the activity may be to more than one program element.

1. Articulation and Dual Enrollment

In accordance with federal legislation, Tech Prep Career Pathways must be based on a written articulation agreement between at least two educational partners from different educational levels. The purpose of a Tech Prep articulation agreement is to connect secondary and postsecondary career and technical education programs by maximizing the use of academic credits, reducing duplication in course requirements, and ultimately making career and technical education (CTE) careers more accessible to the emerging workforce. Dual enrollment agreements for secondary level CTE classes are a type – or subset – of Tech Prep articulation agreements just as Tech Prep career pathways are a type or subset of career pathways in general. Under dual enrollment agreements, students with a satisfactory end of course grade earn college credits at the completion of the dual enrollment high school course.

All Tech Prep Career Pathways must have in place a written articulation agreement that establishes and validates the pathway. Most of these agreements provide for the conferring of college credits for high school courses. Prior to July 2007, most articulated high school courses provided students with college credits for high school courses that were completed with a stipulated end of course grade,

which in all cases was either a “C” or a “B.” Students would then apply to receive these college credits for articulated high school courses at the time they entered the community college.

Beginning in articulation agreements written or revised after July 2007, community colleges should include an additional requirement in their articulation of high school Tech Prep courses for college credits. In line with SACS requirements, as interpreted by the VCCS, the award of high school credits for college coursework cannot be based solely on a student’s end of course grade for the high school. All high school to community college articulation agreements that confer college credit must include one of two criteria in addition to end of course grade of “C” or above.” These criteria are (1) the teacher of record for the articulated high school course must meet faculty qualifications to teach a college credit course in the designated discipline and be verified as meeting those criteria through the same faculty process used by the colleges to verify and record faculty credentials to teach a dual enrollment course or (2) the high school and community college must agree on an assessment process or instrument that will verify that the student has attained the skills to successfully complete the relevant college program without enrolling in the college course to which the articulation agreement is directed. These new criteria will move closer to ensuring that all community colleges are in line with current and emerging SACS requirements for conferring of college credits and will align local and state articulation agreements between secondary and postsecondary education. Examples of assessment instruments that might be used to meet the new criteria for articulation of high school CTE courses for college credits include: industry certification tests, statewide licensure examinations, college CLEP examinations, local college tests used to award advanced placement or to waive college requirements for college students, collaboratively designed or mutually approved end of course examinations, student portfolios reviewed by a team of college as well as high school faculty, etc. As in previous years, community college and high school articulation agreements, at the local level, should follow the framework for such agreements provided through the Commonwealth of Virginia CTE Articulation Template that was approved by VDOE, VCCS, and State Council for Higher Education in Virginia (SCHEV) in Fall 2004.

In order for a college to cite to the VCCS that articulation/dual enrollment is one of the four required program elements for a Tech Prep Career Pathway, dual enrollment or articulated college credits must be available to students through at least one of the CTE courses contained in the identified Tech Prep Career Pathway. Tech Prep students may also be encouraged to participate in dual enrollment opportunities available to them through core academic courses.

Activities addressing this program element might include but are not limited to the following:

- development of curriculum for the purpose of more closely aligning high school or college curriculum;
- development of curriculum for the purpose of more closely aligning community college and university curriculum;

- development of curriculum for the purpose of producing competency based or skills based college curriculum;
- development of assessment instruments and/or processes for articulated high school courses;
- piloting of new assessment instruments or processes for the purpose of validating the award of articulated credits;
- evaluation of local dual enrollment or articulation agreements to include student enrollment, student success, student pass rates on assessments etc;
- articulation meetings with school division partners;
- articulation meetings with university partners;
- articulation meetings with local or state apprenticeship programs;
- information sessions on articulation and dual enrollment for counselors, coaches, teachers, and faculty; and
- informational materials on career pathways, articulation, articulated courses, dual enrollment courses, and applying for credits earned through high school coursework.

2. Business and Industry Partnerships

Career pathways should be business and industry driven. Tech Prep activities including curriculum development and assessment, career coaching and planning, and professional development of educators should be collaboratively designed and supported by teams of educators and business and industry.

To apply this program element towards the grant requirement that every career pathway contain a minimum of four Tech Prep program elements, the local college has to go beyond including business and industry representatives as Tech Prep or CTE program committee members. The Tech Prep program needs to cite specific and measurable contributions that industry will make to the local Tech Prep program in 2007-2008. Industry contributions might include but are not limited to the following:

- advising curriculum development;
- serving on DACUM committees to determine course competencies or skills;
- working with teams of high school or college faculty on project-based learning modules or courses;
- advising projects for capstone courses;
- serving as an internship or co-op site;
- serving as a site for service learning projects;
- serving as career mentors to students and educators to include career coaches and counselors;
- supporting career camps and other career planning activities;
- participating in recruitment for career pathway programs;
- participating in program evaluation;
- participating in evaluation of student skills and work products such as portfolio reviews;
- participating in job fairs or other activities designed to connect job seekers with potential employers; and

- providing fiscal contributions to one or more Tech Prep activities or to the overall program's operating budget.

3. Curriculum Alignment and Improvement

This Tech Prep Career Pathway program element includes three distinct types of subsets. These are:

- academic/career and technical education/workforce skills integration
- development of competency or skills standards based postsecondary curriculum
- certifications/licensures

◆ Academic/Career and Technical Education Integration

Tech Prep Career Pathways should prepare students with academic, technical, and workforce readiness skills appropriate for continued education and access to the skilled workforce in that particular pathway. This may be done through curricular activities that integrate development of core academic, career and technical, and workforce readiness skills.

Currently, one vehicle through which Tech Prep supports integration of academic/career and technical education/workforce readiness skills is through professional development of educators to include career coaches and guidance personnel. Academic/career and technical education integration may also be addressed through teaching and assessing core academic skills through CTE courses.

Colleges providing training in academic/career and technical education/workforce readiness integration should plan to assess the impact of that training on teacher/faculty practice and/or on student knowledge and skills courses taught by trained instructors. The VCCS has evaluation instruments that can be adapted and shared with local colleges for that purpose. Contact Elizabeth Creamer at ecreamer@vccs.edu for additional information on this topic.

◆ Development of Competency or Skills Standards Based Postsecondary Curriculum

School division CTE courses and programs are competency based, and every school division offering a particular high school CTE course uses the same set of competencies for that course. This is not the case with community colleges which creates barriers in terms of articulation, not only between high schools and community colleges, but between community colleges and apprenticeship programs. To begin to remedy barriers between alignment of high school and college CTE curriculum, colleges are encouraged to undertake writing of curriculum to national skill standards, if relevant to the subject discipline, or to course competencies that can be developed collaboratively by a team of business/industry experts and college faculty, and even university faculty if relevant to the subject area. Virginia's Career and Technical Education Resource

Center is one state resource for guiding the process of developing skill standards based curriculum as is the VCCS.

The inclusion of high school faculty in community college curriculum writing teams would bring subject experts into the process of writing competency based curriculum to the table and would also serve to produce a closer alignment between community college and high school curriculum targeted to foundation classes in a particular discipline.

◆ Certifications and Licensures

Perkins IV prioritizes student certifications and licensures as a means of providing an external measurement of student technical skills. This Perkins emphasis on external assessment of student skills sets and on adding value to Tech Prep programs through incorporation of industry certifications and licensures that serve to boost employability of students correlates with Tech Prep in Virginia's statewide performance outcomes and with VDOE's drive to increase the number and percentage of secondary CTE students who earn certifications or licensures prior to graduation. A Tech Prep Career Pathway may include as one of its four career pathway elements certifications and licensures, particularly as they are aligned with college articulated course agreements.

Certifications and licensure activities supported by Tech Prep should be directed to those certifications and licensures that are accepted by the college as part of the external or collaborative assessment process for verifying student attainment of skill sets in an articulated class or those that are part of a seamless progression through which students earn lower level certifications at the high school level with the opportunity to earn higher level certifications at the community college.

Activities addressing this program element might include but are not limited to the following:

- professional development and certification testing for CTE educators in academic/career and technical education integration;
- professional development for CTE postsecondary educators in alignment of workforce readiness skills with CTE courses;
- professional development for CTE educators of all levels in performance based assessment of student workforce readiness skills;
- curriculum writing to national skills standards;
- curriculum writing of competency based postsecondary level CTE courses;
- alignment of competency based secondary and postsecondary courses;
- development or purchase of test prep instructional modules;
- purchase of test prep software;
- technical support to stand up testing centers in schools and colleges;
- certification training for faculty/teachers;
- teacher/faculty travel to attend certification based training offered by VDOE or VCCS; and
- teacher/faculty certification testing.

Tech Prep consortia working with this program element are reminded that, with the exception of special population or non-traditional students, certification testing for students cannot be fiscally supported by Tech Prep grant funds.

4. Career Coaching and Career Planning

In the context of this proposal, career planning refers to activities that provide prospective or current Tech Prep students with structured and recurrent opportunities to explore their career interests, skills and values; to develop a career plan; to engage with business and industry as a means of testing their interest in a career field; and to check their progress against their career plan and revise their plan or their course of action as needed. Career coaching activities can be provided by professionals acting in that capacity or they can be provided by teachers and faculty through curricular or co-curricular initiatives.

Tech Prep consortia that are integrating this element into a career pathway are advised that they must have a systematic approach to delivering career planning or coaching services to students enrolled in career pathways. Career Planning and Career Coaching cannot be limited to a one time event, such as a career fair, without a vehicle for providing follow up contact and services. One deliverable that would be expected from a consortium choosing to integrate this program element would be an increase each year in the number of written career plans developed by Tech Prep students. Sample career plans are available through the VCCS as well as all on line computer assessment systems, such as Kuder.

Career coach positions may be funded by Tech Prep if the position aligns with the VCCS program model for career coaches. Career coaches must be based in a high school, must work with no more than two high schools, must work a minimum of 22 hours a week, and must be employees of the community college. High schools that sponsor a career coach must provide office space, a personal computer, a phone and phone line, and access to printing and Internet services without cost to the community college or the Tech Prep grant. Career coaches must attend VCCS statewide training and complete and file with the VCCS required program evaluation forms, including semiannual data reports and monthly progress reports. Career coach materials are available through the VCCS on-line community for career coaches or by contacting Karen Griffith at kgriffith@vccs.edu.

Activities addressing this program element might include but are not limited to the following:

- fiscal support for career coaches to include supplementing salary and benefits and travel for the purpose of professional development;
- training in career coaching for faculty and teachers;
- career and Business/Industry Events that include follow up contact or activities;
- professional development in career planning process and portfolio development;

- business/industry job shadowing experiences for faculty/teachers, career coaches/counselors, and/or students;
- business/industry mentorship programs;
- electronic portfolio projects;
- projects that include delivery of career information or resources through communication technologies: podcasts, Vodcasts, etcetera;
- video based student career journals; and
- activities that partner university and community college and high school career services practitioners.

5. Project and Work-Based Learning

Work-based learning is a coordinated, coherent sequence of career related experiences that occurs in cooperation with business and industry and other community partners. Project based learning, case files learning, internships, and co-ops can all be classified as student work-based learning experiences but the possibilities are not limited to these categories. In conjunction with its National Science Foundation grant, Creating Pathways for the New IT Professional, the VCCS has developed over the past two years an innovative, technology rich and effective approach to implementing and assessing project-based learning in core academic and technology classes that is called authentic learning and can be provided to local consortia upon request.

Activities addressing this program element might include but are not limited to the following:

- professional development for faculty and teachers in project-based learning;
- professional development for faculty and teachers in authentic learning;
- development of new internship and co-op programs;
- development of service learning projects; and
- regional job shadowing program; and setting up a campus, high school, or class based student run business.

6. Transitional Services

Transitional activities are designed to increase students' success of moving from secondary to postsecondary educational levels and/or from an educational environment to the workforce. Examples of transitional services may include but are not limited to early college placement testing, assessment, and academic advising; college intake services such as financial aid; college orientation and learning community programs, etc. Transitional services for students moving from school to work might include but are not limited to the following:

- career coaching;
- college orientations and campus visits for high school students;
- administration of early college placement tests and assessment of student needs for improvement;
- tutoring services for Tech Prep students to meet postsecondary program entry requirements;

- providing financial aid assistance to high school seniors to ensure financial aid is in place at time of college entry;
- professional development for faculty and teachers in Workforce Readiness Skills with the objective of implementing and assessing such skills in the classroom; and
- training in job seeking skills.

7. Sustainability

Developing and expanding business-driven career pathways requires regional cooperation and resources. Tech Prep funding may serve as “seed” money for cooperative, local initiatives that will generate additional fiscal and program resources from educational partners, including school divisions and the community college, foundations and other grant programs, business and industry, and economic and workforce development entities. Tech Prep practitioners should strategically plan to turn grant funded initiatives into self-sustaining enterprises. With this goal in mind, activities related to this grant element might include but are not limited to the following:

- applications for additional grants;
- applications for foundation support;
- corporate sponsorship or support for consortium activities;
- corporate donors for new equipment; and
- collaborating with educational partners or non-profits to offer expanded or enhanced program services.

X. TECH PREP OUTCOMES

Each Tech Prep career pathway program element has associated program outcomes and evaluative indicators of success. The outcomes that a college will strive to achieve will be determined to some extent by the program elements it selects for its featured career pathways, or vice versa. For example, if a college ultimately wants to decrease the developmental course work needed by CTE students enrolling in the college after high school graduation, it might select Transitional Services as one of its four required program elements.

Tech Prep Outcomes and Evaluation Indicators

PROGRAM ELEMENTS	OUTCOMES	EVALUATION INDICATORS
1. Articulation/Dual Enrollment	Tech Prep Career Pathways provide opportunities for earning early college credits and advanced college standing for students participating in the secondary program.	<ul style="list-style-type: none"> • The annual percentage increase in Career Pathway programs that provide opportunities to earn college credits at the secondary level. • The annual percentage increase in number of secondary and postsecondary students enrolled in Tech Prep Career Pathways. • The annual percentage increase in the number of high school graduates that can be documented as receiving Tech Prep articulated course credits upon admission to the community college.
	Tech Prep Career Pathways provide high school students with opportunities to earn dual enrollment credits.	<ul style="list-style-type: none"> • The annual percentage increase in Career Pathways programs that provide high school students with the opportunity to earn dual enrollment credits. • The annual percentage increase in the number of high school students that are enrolled in dual enrollment classes that are also part of a Tech Prep Career Pathway.
	Tech Prep Career Pathways are 4+2+2 (i.e., have written articulation agreements between the community college program and related degree programs at four year colleges or universities).	<ul style="list-style-type: none"> • The annual percentage increase in Tech Prep Career Pathways that qualify as 4+2+2 programs. • The annual percentage increase in the number of community college graduates of Tech Prep postsecondary programs that enroll in corresponding university programs with articulated credits that apply towards a university degree.
	Tech Prep Career Pathways have in place written articulation agreements between the community college and state-registered apprenticeship programs.	<ul style="list-style-type: none"> • The annual percentage increase in Tech Prep Career Pathways that have written articulation agreements with state registered apprenticeship programs.
2. Business/Industry Partnerships	Business and industry partners provide contributions to Tech Prep activities in the form of curriculum development, student scholarships, internships and co-ops, career exploration events, facilities or equipment use, etc. Contributions must have a measurable value in terms of cost savings to the consortium and must be assessed in terms of fair market value.	<ul style="list-style-type: none"> • The annual increase in direct and indirect contributions by business and industry partners. • The annual increase in the number of course curricula that are developed collaboratively between educators and industry representatives.

3. Curriculum Alignment and Improvement	Tech Prep students entering the community college following high school graduation require minimal developmental coursework at the college.	<ul style="list-style-type: none"> • The annual decrease in the number of high school graduates who were secondary Tech Prep students who require developmental coursework upon entering the community college.
	Tech Prep postsecondary course curriculum is competency based or aligned with national skill standards.	<ul style="list-style-type: none"> • The number of community college course that are written to national skills standards or are competency based.
	Secondary and postsecondary Tech Prep students are awarded business and industry certifications and/or licensures.	<ul style="list-style-type: none"> • The annual increase in the number of Tech Prep secondary students awarded certifications or licensures. • The annual increase in the number of Tech Prep postsecondary students awarded certifications and licensures. • The annual percentage increase in the number of Tech Prep students awarded certifications compared to all Tech Prep students.
	Tech Prep postsecondary students earn a community college certificate or degree.	<ul style="list-style-type: none"> • The annual increase in the number of Tech Prep postsecondary students earning a community college certificate or degree. • The annual percentage change in the number of Tech Prep postsecondary students earning a community college certificate or degree compared to all postsecondary Tech Prep students.
4. Career Coaching/Career Development	Tech Prep students have on file and available to them written individualized career plans to include optional exit points along an identified career pathway depending on their choices concerning postsecondary education and training.	<ul style="list-style-type: none"> • The annual increase in the percentage of Tech Prep students who have a written career plan as compared to all Tech Prep students.
	Tech Prep students participate in structured career exploration events that include follow on services.	<ul style="list-style-type: none"> • The annual increase in the percentage of Tech Prep students who can be documented as participating in career exploration activities that include follow on services
5. Work-based Learning	Secondary and postsecondary Tech Prep students participate in work and project based learning activities.	<ul style="list-style-type: none"> • The annual increase in the number of students participating in work and project based learning experiences. • The annual increase in the number of students participating in work and project based learning experiences compared to all Tech Prep students.

6. Transitional Services	Workforce readiness skills development and assessment will be integrated and student performance of those skills assessed in secondary and postsecondary Tech Prep courses.	<ul style="list-style-type: none"> • The annual increase in the number of secondary and postsecondary courses including and assessing Workforce Readiness skills. • The annual percentage increase in Tech Prep students who are assessed on their performance of such skills.
	Tech Prep students engage in activities while still in high school that are designed to orient them to college programs. These activities might include: assistance in the applications and financial aid process, academic advising, college placement testing, and/or scholarship opportunities.	<ul style="list-style-type: none"> • The annual number and percentage increase in high school students engaging in activities designed to orient them to college programs.
7. Sustainability	Tech Prep educational and career activities are provided monetary funding through grants and foundations other than Tech Prep and Perkins and/or through fiscal contributions to Tech Prep activities.	<ul style="list-style-type: none"> • The annual increase in monetary funding provided to Tech Prep through all sources other than Tech Prep and Perkins.

XI. ACCOUNTABILITY AND EVALUATION

The VCCS has instilled accountability and evaluation into the grant application and program performance/evaluation process. For example, the community college is expected to serve as the local Tech Prep fiscal agent and to be eligible to apply for the Tech Prep grant the college must meet specific eligibility criteria. The Tech Prep grant application must contain a strategic plan that includes at least three career pathways with a minimum of four program elements integrated into each pathway. The Tech Prep strategic plan that is a part of this application must link requested funds to statewide and local outcomes and must specify local program evaluation measures.

All Tech Prep funded colleges must submit quarterly financial reports and annual reports. Failure to comply with these requirements may affect future funding. Financial reimbursements and annual reports will be reviewed for adherence to Tech Prep guidelines and to determine if colleges are working towards meeting their proposed strategies and objectives.

By Fall 2007, the VCCS staff will initiate on site assessments of Tech Prep and Career Coaches programs to further spur program improvement throughout the state. Similarly, through the evaluation of annual reports, VCCS staff will review funded college Tech Prep programs for adherence to the FY 2008 grant and for evidence of progress towards meeting the strategies and objectives outlined in college proposals.

XII. FUNDING

Tech Prep funding will be allocated on a competitive basis to the colleges that successfully demonstrate (through their applications and prior performance) their ability to successfully fulfill the intent of the VCCS Tech Prep program. Eligible community colleges have the opportunity to receive the following funding award:

Basic Level Funding

One college Tech Prep program (other than NVCC and TCC): \$95,902

TCC Tech Prep program: \$143,853

NVCC Tech Prep program: \$191,804

The basic level funding must be used to enhance or develop Tech Prep Career Pathways. Any college receiving Tech Prep funds will have demonstrated the ability or the capacity to address career pathway program elements.

As a community college with more than five campuses and more than 70 high schools, Northern Virginia Community College is eligible to apply for funding of up to \$191,804. As a community college with four campuses and close to 30 high schools, Tidewater Community College is eligible to apply for funding of \$143,853. In future grant cycles, performance as well as the number of college campuses and high schools will be factored into the funding level of grant awards.

Funding levels and the number of funded Tech Prep programs are based on federal funding provided to the state Tech Prep program for state FY 2007. Changes to this funding level could impact the size and number of Tech Prep grants in FY 2008.

XIII. TECH PREP FUNDS

Federal guidelines and VCCS program expectations govern the use of Tech Prep grant funds. Thus, grant funds are restricted to the following uses:

- All funds must be allocated to support Career Pathways for enrolled or prospective students in grades 9-14 and/or educators providing services to those programs. Some funding may be spent on program recruitment and related activities at the middle school level, such as eighth grade summer camps. However, the program emphasis is on grades 9-14.
- All funds must be allocated to the administration, development, support, and promotion of Tech Prep Career Pathways offered by local school divisions and the community college or other approved post-secondary educational providers such as a registered apprentice program.
- No more than 50% of funds may be used to support administration of the Tech Prep Grant for FY 2008. Grant administration includes: payroll and benefits of the Tech Prep Director(s) and/ or Coordinator(s), payroll and benefits of office support staff, and any indirect costs charged to the grant by the college for fiscal administration of the grant award. Salaries and benefits of Career Coaches, Internship and Co-op Developers, and other personnel providing instructional services for students and/or educators will **not** be applied against the 50% administrative overhead. Local travel by the director for the purpose of providing instructional or career advising services to students, parents, and/or educators will **not** be applied against the 50% administrative overhead; local travel by the director and administrative staff for the purpose of attending administrative meetings shall be applied against the 50% administrative overhead.
- In accordance with federal Perkins fiscal requirements, colleges may not charge more than 5% in indirect costs of the overall state FY 2008 grant award.
- It is permissible for the college to charge its Tech Prep program for laptop computers, digital cameras, color printers, long distance telephone usage, copying, and printing and

publications services as needed. Tech Prep grant funds may not be used to purchase standard office supplies such as paper, toners, staples, etc.

- It is permissible for colleges to use Tech Prep funds to support Career Coaches positions if those coaches are community college employees that are participating in the statewide Career Coaches program administered by the VCCS. Secondary level guidance counseling positions cannot be funded through Tech Prep.
- Tech Prep funds may be used to support reimbursement to school divisions or the community college for substitute instructors for the purpose of allowing secondary or postsecondary faculty to attend state Tech Prep professional development. All such professional development must be open to both secondary and postsecondary educators.
- Additional funding uses/requirements are provided in Appendix A.

XIV. GRANT PROPOSAL REQUIREMENTS AND TIMELINE

Grant Proposal Requirements

The grant application is divided into two sections. The first part is provided in a Word document format. The second part is provided in an Excel format. Colleges that choose to produce the Excel formatted Program Elements section in a Word table may choose to do so rather than use the Excel format provided. The following table lists the items that need to be completed as part of the grant application.

Items to be Completed for Tech Prep Grant Application FY 2007	
Word Document (Part I)	Excel (Part II)
<input type="checkbox"/> Signature and authorization page	<input type="checkbox"/> Program Elements (minimum of four elements) (Note: Consortia that choose to produce this section of the grant in a Word table document rather than the Excel sheet provided are allowed to do so).
<input type="checkbox"/> List of members of college Career Pathways Leadership Team to include names, titles, and contact information	<input type="checkbox"/> Itemized Budget
<input type="checkbox"/> List of members of Tech Prep Leadership Team to include names, titles, agencies or business, and contact information	<input type="checkbox"/> Summary Budget
<input type="checkbox"/> Assessment of program elements	
<input type="checkbox"/> Selection of program elements	
<input type="checkbox"/> Description of how activities relate to outcomes of each element selected	

Timeline

Grant proposals for the basic funding range of \$95,902 (or \$191,804 for NOVA or \$143,853 for Tidewater) must be postmarked on or before Monday, June 4, 2007.

Application/grant proposals should be E-mailed to ecreamer@vccs.edu but also **must be either mailed** to MaChere Dickerson, Virginia Community College System, 101 N. 14th Street, 15th Floor, Richmond, VA 23219 or **delivered** to MaChere Dickerson, 15th Floor,

VCCS Offices, James Monroe Building, 101 N. 14th Street, Richmond, VA. Mailed proposals must be postmarked no later than June 4. Delivered proposals must be received by 5 p.m. EST on June 4. Faxed proposals will not be accepted.

Proposals that are only E-mailed may be disqualified from consideration for grant funding. Proposals must be signed by designated college officials and by designated school division officials. Unsigned, improperly signed, and incomplete proposals may not be reviewed for funding.

The following table provides a timeline of events for the FY 06 Tech Prep grant.

Event	Date
Grant Release Date	April 27, 2007
Deadline for submission of proposals	June 4, 2007
Grant awards announced by VCCS	June 25, 2007
Grant funding for FY 2007 available to local colleges receiving awards	July 1, 2007
Annual report including data report due to VCCS	July 31, 2007
Submission of fiscal requests for reimbursement	October 30, 2007, January 31, 2008, April 30, 2008 July 31, 2008
On-site evaluations	October 2007-March 2008
Final Report Due	July 31, 2008

XV. EVALUATION OF GRANT PROPOSALS

Grant Proposal Evaluation

All proposals will be reviewed for compliance with (1) eligibility, (2) use of funding, and (3) grant application guidelines as described. VCCS staff reserves the right to make recommendations for revision for any application. Applications approved for funding with recommendations must submit a revised proposal within the specified timeframe (see grant specifications and timeline in the preceding section).

Grant applications will be reviewed and scored by a team of reviewers. Scores and other program performance indicators such as end of year fiscal report will be used to determine those colleges that will be eligible to apply for a supplementary award in August 2007, *if carryover funding from FY07 is available.*

Funding Criteria (as outlined in Section III)

- 20 points: Program initiatives include active participation by business and industry, school divisions, workforce development services and academic services
- 20 points: Program initiative targets recruitment, retention, and graduation of students in career pathways at both secondary and postsecondary levels
- 20 points: Program initiative focuses on making significant strides towards integrating and improving at least four program elements in targeted career pathways
- 20 points: Program initiatives focus on secondary and postsecondary program improvements including improvements in student performance

Effective Demonstration of Improvement

- 20 points: Provider demonstrates that it has the capacity and ability to plan, develop, implement, monitor, and evaluate the proposed initiative.

Appendix A: Authorized Use of Tech Prep Funds

The following list is intended to assist colleges in fiscal administration of Tech Prep/Perkins funds. The list of expenditures that are authorized Tech Prep expenditures is not intended to be comprehensive but covers those categories and items that most frequently appear in Tech Prep reimbursement requests from local colleges.

The VCCS will not reimburse college expenses for items listed below as Unallowable Expenses. Contact MaChere Dickerson at mdickerson@vccs.edu or Elizabeth Creamer at ecreamer@vccs.edu for questions regarding authorized uses of Perkins and Tech Prep funds.

Allowable Use of Funds

- Tech Prep administrative and support staff positions provided that such staff persons are employed by a VCCS college and report directly to a community college administrator. Additionally, no more than 50% of a Tech Prep grant award can be spent on administrative costs to include the salary and benefits of a Tech Prep Director and any administrative support personnel funded by the grant. Office equipment and indirect costs charged by the college have to be applied against the 50% cap in administrative costs. Salaries for instructional personnel or career coaches are not applied to the 50% administrative costs spending cap.
- Coordination of dual enrollment programs that are career and technical education specific and that target CTE secondary students is an allowable expense. However, any such positions must be applied against the 50% cap on administrative spending. This is also true of part-time and temporary positions for career camp coordinators. Tech Prep directors who also serve as their college's administrators for dual enrollment must have an appropriate percentage of their salary and benefits paid by sources other than Tech Prep unless all of their work is exclusively dedicated to dual enrollment of formally enrolled Tech Prep students.
- Tech Prep funds may be used to support career coach positions provided that such career coaches are employed by the community college and that, in all other ways, the colleges employing new career coaches follow the guidelines and procedures established by the VCCS for the statewide Career Coach program. Any hires of new Career Coaches funded by Tech Prep or Perkins need to be reported to Elizabeth Creamer at ecreamer@vccs.edu. All career coaches are expected to attend statewide training, participate in statewide meetings, and report on statewide outcomes for the program. Career coaches may not be based in middle schools. Career coaches must work a minimum of 22 hours a week in their assigned high school.

Unallowable Uses of Tech Prep Funds

- Administrative costs that exceed 50% of the local Tech Prep grant funds. Administrative costs include: salaries and benefits of Tech Prep administrators and administrative support staff, indirect costs charged by the college, and office equipment. Colleges must provide Tech Prep staff with an office, computer, phone line, and access to a printer without charge to the grant. Consumable office supplies such as paper, pens, pencils, staples, etc. cannot be purchased with Tech Prep grant funds.
- With the exception of Tech Prep administrators and administrative support staff, Tech Prep funds should not be used to support any part-time or full-time personnel positions for a period of more than three years. For example, if a college uses Tech Prep funds to fiscally

support a new part-time career coach position, the college may not do so for more than a three year period.

- Direct assistance to individual students (with the exception of assistance to students who are members of special populations or non-traditional groups). This includes payment of dual enrollment tuition, hourly salaries for student internships or project-based learning, payment of individual certification testing fees, payment of fees for Work Keys testing, and/or college scholarships. Payment to the college for the cost of placement tests or testing administration costs for high school students is a permitted expense.
- Program services for students who have not yet entered 7th grade or higher.
- Any cost item that constitutes supplanting of local funds. This includes using grant funds for a position that has been previously funded through the college or a school division or using grant funds to cover licensure fees or institutional membership fees previously paid by colleges or school divisions. It includes using grant funds to pay for items that would reasonably be expected to be assumed by the college or school division as a part of normal operations. This includes office furniture, heating and air conditioning, textbooks and lab supplies for secondary students.
- Purchase of career planning software systems that serve to duplicate funding already provided by VDOE to support an on-line, statewide career planning system
- Awards and memorabilia including plaques and trophies
- Promotional items that do not also have an identifiable educational or informational purpose. Thus, brochures or Web sites that provide students and parents with information about career pathways are allowable; pens and pencils, balloons and T shirts and similar promotional items are not allowable.
- Contributions and donations to charitable organizations including educational foundations.
- Individual memberships in professional or technical organizations. This includes dues to educational and technical organizations paid on behalf of the Tech Prep Director such as National Tech Prep Network (NTPN) and Virginia Association of Career and Technical Educators (VACTE). Tech Prep funds may be used to support relevant institutional memberships but for a period of no more than three years.
- Attendance by any Tech Prep administrative staff member at more than one out-of-state conference or workshop per fiscal year without prior written approval of the VCCS Postsecondary Perkins/Tech Prep Office.
- Furniture and facilities other than a facilities rental fee for a professional development or student event.
- Fines and penalties.
- Alcohol.
- Fund raising.
- Lobbying. This includes attendance by Tech Prep Directors at the annual VACTEA Leadership Conference as the conference dedicates a day to political lobbying for secondary CTE issues.
- Overhead or costs to operate the college or school divisions.

APPENDIX F

VDOE/VCCS Communication

RECEIVED

MAY 01 2007

Asst. Supt. for
Instruction



VIRGINIA COMMUNITY COLLEGE SYSTEM

James Monroe Building • 101 North Fourteenth Street • Richmond, Virginia 23219

April 26, 2007

Dr. Billy K. Cannaday, Jr.
Superintendent of Public Instruction
Commonwealth of Virginia
James Monroe Building
101 N. 14th Street
Richmond, Virginia 23219

Dear Dr. Cannaday:

Thank you for your recent letter regarding the split of local education agency funds between secondary and postsecondary career and technical education for the Carl D. Perkins Career and Technical Education Act of 2006. I appreciate the opportunity to seek a change in the current split. Before doing so, however, I would like to have a better understanding of how the current split is determined. As a starting point, would you please send me the explanation, with any relevant details, for the existing 15%/85% split? Once I get that information I will be in a better position to respond to your request.

Again, thank you for the opportunity to comment on this important issue.

Sincerely,

A handwritten signature in cursive script that reads "Glenn DuBois".

Glenn DuBois
Chancellor

GD/ph

cc: Dr. Patricia I. Wright, Deputy Superintendent
✓ Dr. Linda M. Wallinger, Assistant Superintendent
Elizabeth M. Russell, Director

RECEIVED

JUN 18 2007

Asst. Supt. for
Instruction



VIRGINIA COMMUNITY COLLEGE SYSTEM

James Monroe Building • 101 North Fourteenth Street • Richmond, Virginia 23219

June 18, 2007

Dr. Billy K. Cannaday, Jr.
Superintendent of Public Instruction
Commonwealth of Virginia
101 N. 14th Street
Richmond, Virginia 23219

Dear Dr. Cannaday:

Thank you for the opportunity to present information to the State Board of Career and Technical Education regarding the split of local Perkins funds between the Virginia Department of Education and the Virginia Community College System. As I said to you privately, I believe a more equitable split would lead to improved performance in both of our systems. I also believe we should take advantage of the opportunity for closer collaboration that Perkins IV affords.

We have reviewed a number of factors that suggest that the State Board should allocate additional funds to the community colleges. Those that we find most compelling are the following:

- Perkins IV emphasizes education and training at the postsecondary level as a means to develop and strengthen our workforce and economy. Perkins IV also requires school divisions and colleges to have secondary to postsecondary career pathways in place. Much more than Perkins III, Perkins IV recognizes that today's economy demands higher levels of educational attainment to remain competitive.
- About 39 percent of the career and technical education student enrollments are in the community colleges (133,347 in community colleges and 206,454 in grades 9-12). We expect this number to grow, especially in light of the Governor's goal to seek strategies to increase postsecondary education participation of 18 to 24 year olds from 34 percent to 39 percent by 2010.
- Additional funding for the community colleges will help improve performance in high schools. Colleges currently spend approximately 13 percent of their Perkins state grant funds on programs and services in high schools. Funds support career coaches, professional development for teachers, and articulation activities. Community colleges would use additional Perkins funds to help support these programs, especially career coaches. Career coaches produce demonstrable success among high school students – community college enrollments by recent

high school graduates increased 6.5% more than for high schools without career coaches. We believe that additional support for career coaches, as well as other high school programs and services, will help increase graduation rates as well as postsecondary participation rates.

Increasingly, other states have recognized that community colleges should be an equal partner in career and technical education policy, planning, and funding. In 13 states, community colleges receive half or more than half of the Perkins state grant. When we last addressed this issue in Virginia (1999), our state was one of nine in which the community colleges received the minimum allowable percentage (15%). Today, Virginia is one of only six.

Virginia has used the existing 85%/15% split for at least 15 years. It is time for Virginia to align its Perkins funding stream not only with actual enrollment levels but also with state and national interests to increase postsecondary education participation as a means to improve its workforce. At the same time, we believe Virginia's community colleges can use the additional funds to contribute to the success of high school students and strengthen the partnership between our systems.

I respectfully ask the State Board of Career and Technical Education to establish in the Perkins five-year plan a gradual increase in the funding split for community colleges, such that, by year five, it equals the national average. With your support, we can enhance high school performance and help meet the Governor's goals for postsecondary education participation and workforce development.

Thanks again for the opportunity to comment. Please contact me if you would like me to elaborate on this matter.

Sincerely,



Glenn DuBois

cc: The Honorable Thomas R. Morris, Secretary of Education
Dr. Patricia I. Wright, Chief Deputy Superintendent
✓ Dr. Linda M. Wallinger, Assistant Superintendent
Elizabeth M. Russell, Director



RECEIVED

JUL 26 2007

Asst. Supt. for
Instruction

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. Box 2120
Richmond, Virginia 23218-2120

BILLY K. CANNADAY, JR., Ed.D.
Superintendent of Public Instruction

July 25, 2007

Office: (804) 225-2023
Fax: (804) 371-2099

Dr. Glenn DuBois
Chancellor
Virginia Community College System
101 N. 14th Street
Richmond, Virginia 23219

Dear Dr. DuBois: 

Thank you for your response to my request for information to present to the State Board of Career and Technical Education regarding the split of local Perkins funds between the Virginia Department of Education and the Virginia Community College System. The data presented will be shared with the state planning team to help in the recommendation of funding percentages for Virginia's five-year Perkins plan. In addition, the following information may be useful:

- Career and technical education at the secondary level encompasses grades 6-12 (the 2006 – 2007 enrollment was 244,430), and we expect the enrollment to continue to grow with the emphasis from the new technical and advanced technical diplomas and the Governor's Career Academies.
- The Virginia Department of Education's statewide mandated career and technical education curriculum that has been correlated to the Standards of Learning provides an invaluable foundation for postsecondary career pathways to develop and strengthen our workforce and economy. This same curriculum assures ease in aligning with the varied curricula in the Virginia community colleges for dual enrollment classes.
- The Virginia Department of Education will continue to encourage local school divisions to utilize their secondary Perkins funds to support the Tech Prep Consortia and encourage community college personnel to participate in our summer career and technical education conferences.
- The Department will continue to encourage secondary schools to utilize the Career Assessment Planning System powered by Kuder[®] to begin their preparation for workplace and postsecondary readiness. The continued increase in the early utilization of this system (middle schools), not only provides them with an understanding of what is needed but also allows them to begin developing an electronic portfolio for use as they progress through the educational system. For the last several years, secondary CTE funds have supported the planning system, but it has been available to students in grades 6-12 as well as in Virginia's community colleges.

Dr. Glenn DuBois
July 25, 2007
Page Two

Though Virginia is in the minority of states with the 85 percent/15 percent split, we also have a record of 100 percent achievement on all of our Perkins Performance Standards at the secondary level since the beginning of the performance standards in 1998. Other states with comparable student enrollments and increased levels of splits do not have such a positive record. We feel that the first statewide articulation agreement (*Business Information Technology-Web Technologies*) between VCCS and VDOE was an excellent step towards continued collaboration to contribute to the success of high school students. We feel that continued development of statewide articulation agreements and rejoining the Virginia Career and Technical Education Resource Center to develop statewide mandated curriculum for the community colleges would also help to encourage more articulated credits and dual enrollments.

Thank you for your continued interest in the Perkins planning process. I value the strong working relationship our two agencies have as we move to prepare Virginia's students for the future.

Sincerely,



Billy K. Cannaday, Jr.
Superintendent of Public Instruction

BKCIJr/EMR/sj

cc: The Honorable Thomas R. Morris, Secretary of Education
Dr. Patricia I. Wright, Chief Deputy Superintendent
✓ Dr. Linda M. Wallinger, Assistant Superintendent for Instruction
Elizabeth M. Russell, Director, Office of Career and Technical Education



VIRGINIA COMMUNITY COLLEGE SYSTEM

James Monroe Building • 101 North Fourteenth Street • Richmond, Virginia 23219

November 30, 2007



Dr. Billy K. Cannaday, Jr.
Superintendent of Public Instruction
Commonwealth of Virginia
101 N. 14th Street
Richmond, Virginia 23219

Dear Dr. Cannaday:

Thanks very much for the opportunity to speak before the State Board of Education earlier this week on the career coaches program. You were generous with your time. I came away with a better sense of how we can work together to help students find their way through high school and into postsecondary education. Again, I am grateful to you and President Emblidge for allowing me to address the group.

Earlier this month we sent your staff information to include in the five-year Perkins plan. I want to call attention to two items that are particularly relevant to the future of the Perkins program.

One item requests that the State Board of Career and Technical Education establish in the Perkins five-year plan a gradual increase in the funding split for community colleges. As I wrote in my June 18, 2007, letter, we will use the additional funds to contribute to the success of high school students and to strengthen the partnership between our systems. Colleges currently spend approximately 13 percent of their Perkins state grant funds on programs and services in high schools. They would use additional Perkins funds to enhance these activities, notably career coaches, professional development for teachers, and articulation activities.

The second item relates to the membership of the State Board of Career and Technical Education itself. As the Perkins program increases its attention to education and training at the postsecondary education level, the board should reflect that change. At the least, the board should include community college representatives. Our request in the Perkins five-year plan is that the State Board of Career and Technical Education express its support to the Governor and the General Assembly for reviewing its

Dr. Billy K. Cannaday, Jr.
November 30, 2007
Page 2

composition to reflect a stronger emphasis on postsecondary education participation and workforce development.

Through the five-year plan, we have an opportunity to make some small but meaningful changes in how we address career and technical education in Virginia. I ask that you join me in advocating for these changes so that we can improve student performance in both of our systems.

I appreciate the opportunity to raise these issues with you. Please let me know if you would like to discuss these matters.

Sincerely,

A handwritten signature in black ink, appearing to read "Glenn", with a large, stylized loop at the bottom.

Glenn DuBois
Chancellor

GD/ph

cc: The Honorable Thomas R. Morris, Secretary of Education
Patricia I. Wright, Chief Deputy Superintendent
Lan Nugent, Assistant Superintendent
Elizabeth Russell, Director